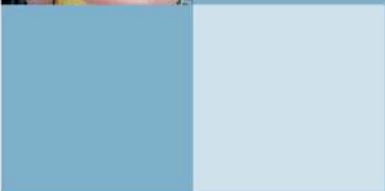


PROGRAM OUTLINE



Baker





The latest version of this document is available in PDF format on the ITA website
www.itabc.ca

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BAKER PROGRAM OUTLINE

**APPROVED BY INDUSTRY
JANUARY 2013**

**BASED ON
NOA 2011**

**Developed by
Industry Training Authority
Province of British Columbia**



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Section 1

INTRODUCTION



Foreword

This Program Outline is intended as a guide for instructors of the Baker program. Practical instruction by demonstration and student participation should be integrated with classroom sessions. Safe working practices, though not always specified in each operation or topic, are an implied part of the program and should be stressed throughout the apprenticeship. It is the responsibility of employers to ensure safety training for the apprentices working on their worksites.

The Program Outline was prepared with the advice and assistance of the provincial Baker Advisory Committee and will form the basis for further updating of the British Columbia Baker assessment tools and learning resources by the Industry Training Authority (ITA).

Each competency is to be evaluated through the use of written examinations in which the individual must achieve a minimum of 70% in order to receive a passing grade. The types of questions used on these exams must reflect the cognitive level indicated by the learning objectives and the learning tasks listed in the related competencies.

Achievement Criteria are included for those competencies that require a practical component. The intent of including Achievement Criteria in the program outline is to ensure consistency in training across the many training institutions in British Columbia. Their purpose is to reinforce the theory and to provide a mechanism for evaluation of the individual's ability to apply the theory to practice. It is important that these performances be observable and measureable and that they reflect the skills spelled out in the competency as those required of a competent Baker. The conditions under which these performances will be observed and measured must be clear to the individual as well as the criteria by which the individual will be evaluated. The individual must also be given the level of expectation of success.

The performance spelled out in the Achievement Criteria is a suggested performance and is not meant to stifle flexibility of delivery. Training providers are welcome to substitute other practical performances that measure similar skills and attainment of the competency. Multiple performances may also be used to replace individual performances where appropriate.

SAFETY ADVISORY

Be advised that references to the WorkSafeBC safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website: <http://www.worksafebc.com>). Please note that it is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulation pertaining to his/her work.



Acknowledgements

The Program Outline was prepared with the advice and direction of an industry steering committee convened initially by go2hr. Members include:

- Martin Barnett Vancouver Island University
- Jack Kuyer Valley Bakery Ltd.
- Elizabeth Jang Vancouver Community College
- Alfred Voss Pacific Institute of Culinary Arts
- Perry Bentley Okanagan College
- Gary Humphreys Baking Association of Canada
- Bruno Feldeisen Four Seasons Hotel
- Rachel Bennett Whole Foods
- Andrew Gunn Cobs Bread

Additional Industry Subject Matter Experts retained to assist in the development of Program Outline content:

- John (JJ) Hauser Fairmont Pacific Rim
- Naomi Robson Snowcap Enterprises
- Ken Harper Vancouver Island University

Additional Industry Subject Matter Experts retained as outline reviewers:

- Fiona Chong Vancouver Community College

Facilitators:

- Dennis Green
- Diane Evans

The Industry Training Authority would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Baker occupation.



How to Use this Document

This Program Outline has been developed for the use of individuals from several different audiences. The table below describes how each section can be used by each intended audience.

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Program Credentialing Model	Communicate program length and structure, and all pathways to completion	Understand the length and structure of the program	Understand the length and structure of the program, and pathway to completion	Understand challenger pathway to Certificate of Qualification
OAC	Communicate the competencies that industry has defined as representing the scope of the occupation	Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification	View the competencies they will achieve as a result of program completion	Understand the competencies they must demonstrate in order to challenge the program
Training Topics and Suggested Time Allocation	Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the relative weightings of various competencies of the occupation on which assessment is based
Program Content	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measureable achievement criteria for objectives with a practical component	Identifies detailed program content and performance expectations for competencies with a practical component; may be used as a checklist prior to signing a recommendation for certification (RFC) for an apprentice	Provides detailed information on program content and performance expectations for demonstrating competency	Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels



Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Training Provider Standards	Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program	Identifies the tools and equipment an apprentice is expected to have access to; which are supplied by the training provider and which the student is expected to own	Provides information on the training facility, tools and equipment provided by the school and the student, reference materials they may be expected to acquire, and minimum qualification levels of program instructors	Identifies the tools and equipment a tradesperson is expected to be competent in using or operating; which may be used or provided in a practical assessment



Section 2

PROGRAM OVERVIEW

Baker

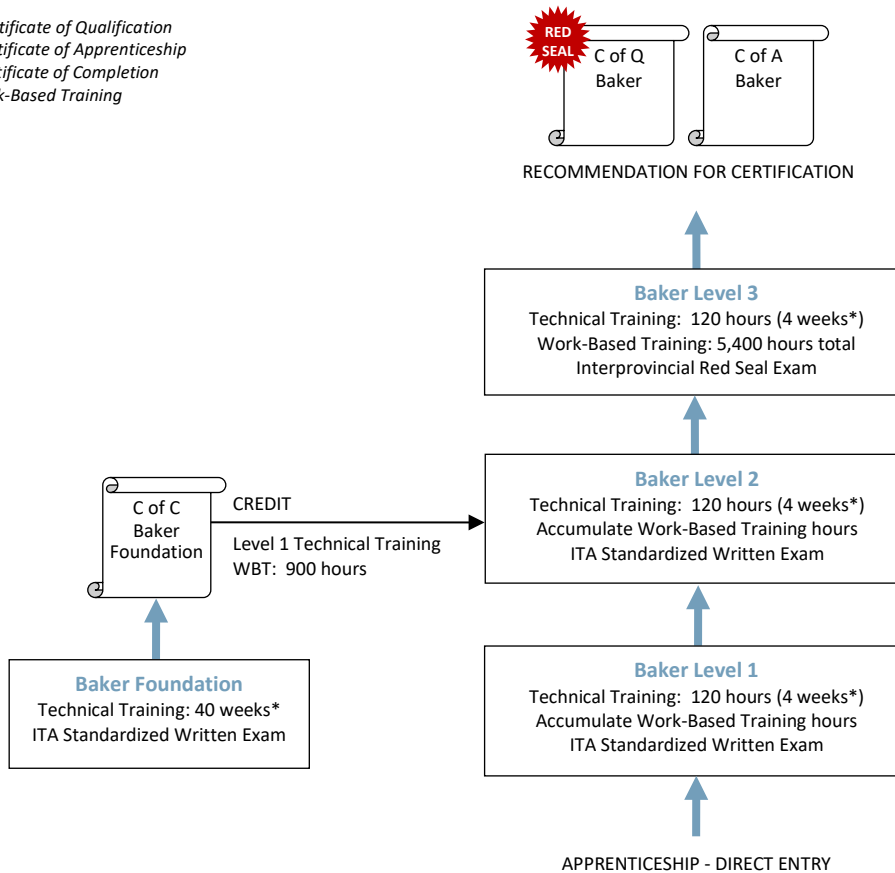


Program Credentialing Model

Apprenticeship Pathway

This graphic provides an overview of the Baker apprenticeship pathway.

C of Q = Certificate of Qualification
 C of A = Certificate of Apprenticeship
 C of C = Certificate of Completion
 WBT = Work-Based Training



**Suggested duration based on 30-hour week*

CROSS-PROGRAM CREDITS

Individuals who hold the credentials below are entitled to receive partial credit toward the completion requirements of this program

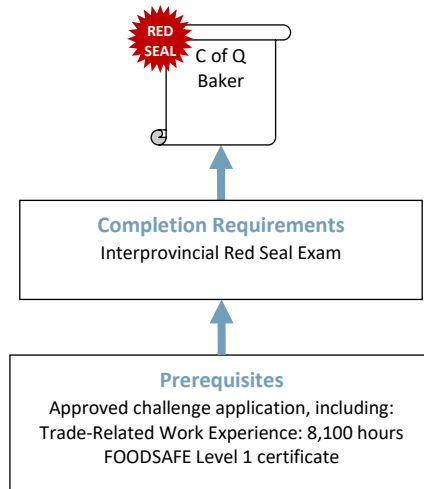
None



Challenge Pathway

This graphic provides an overview of the Baker challenge pathway.

C of Q = Certificate of Qualification



CREDIT FOR PRIOR LEARNING

Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program

None



Occupational Analysis Chart

BAKER

Occupation Description: “Baker” means a person who is responsible for the preparation and production of a wide variety of baked foods, and may include those who work as both Bakers and Pastry Cooks/Chefs (Patissiers). Bakers prepare bread, rolls, muffins, pies, pastries, cakes and cookies in retail and wholesale bakeries and dining establishments. Pastry Cooks/Chefs prepare pastries, cakes, cookies, chocolate, desserts, and confectionery in pastry shops, hotels, and restaurants.

OCCUPATIONAL SKILLS A	Demonstrate workplace safety procedures A1	Apply safe food handling practices A2	Apply interpersonal skills A3	Use and maintain baking tools and equipment A4	Use product and nutritional information A5	Apply baking science and trade calculations A6
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Plan and organize production A7	Manage bakery products and inventory A8	Apply cost control procedures A9	Apply packaging and merchandizing procedures A10		
	1 2 3	1 2 3	1 2 3	1 2 3		
FERMENTED GOODS B	Prepare basic doughs and products B1	Prepare laminated doughs and products B2	Prepare specialty doughs and products B3	Prepare natural ferments and Artisan breads B4		
	1 2	1 2	1 2 3	2 3		
PASTRIES C	Prepare pies and tarts C1	Prepare laminated pastry doughs and products C2	Prepare specialty pastries C3	Prepare deep fried pastries and products C4		
	1 2	1 2	1 2 3	2		



Program Overview

CAKES AND COOKIES D	Prepare cookies, squares and bars D1	Prepare quick breads D2	Prepare cakes D3	Prepare specialty cakes and tortes D4																			
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1	2	3																					
DECORATE AND FINISH BAKED GOODS E	Prepare icings, fillings, glazes and meringues E1	Assemble and decorate cakes and pastries E2	Prepare decorative pastes and garnishes E3	Assemble and decorate tiered and wedding cakes E4																			
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	2	3																					
DESSERTS F	Prepare custards and mousses F1	Prepare plated desserts F2	Prepare ice creams and frozen desserts F3	Apply dessert presentation techniques F4																			
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CHOCOLATE AND CONFECTIONERY G	Demonstrate the principles of working with chocolate and confectionery G1	Prepare chocolate products and garnishes G2	Prepare confectionery products and garnishes G3																				
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Training Topics and Suggested Time Allocation Level 1

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	OCCUPATIONAL SKILLS	15%	50%	50%	100%
A1	Demonstrate workplace safety procedures		✓	✓	
A2	Apply safe food handling practices		✓	✓	
A3	Apply interpersonal skills		✓	✓	
A4	Use and maintain baking tools and equipment		✓	✓	
A5	Use product and nutritional information		✓		
A6	Apply baking science and trade calculations		✓	✓	
A7	Plan and organize production		✓	✓	
A8	Manage bakery products and inventory		✓	✓	
A9	Apply cost control procedures		✓		
A10	Apply packaging and merchandizing procedures		✓		
Line B	FERMENTED GOODS	20%	20%	80%	100%
B1	Prepare basic doughs and products		✓	✓	
B2	Prepare laminated doughs and products		✓	✓	
B3	Prepare specialty doughs and products		✓	✓	
Line C	PASTRIES	15%	20%	80%	100%
C1	Prepare pies and tarts		✓	✓	
C2	Prepare laminated pastry doughs and products		✓	✓	
C3	Prepare specialty pastries		✓	✓	
Line D	CAKES AND COOKIES	20%	20%	80%	100%
D1	Prepare cookies, squares and bars		✓	✓	
D2	Prepare quick breads		✓	✓	
D3	Prepare cakes		✓	✓	
D4	Prepare specialty cakes and tortes		✓	✓	
Line E	DECORATE AND FINISH BAKED GOODS	15%	20%	80%	100%
E1	Prepare icings, fillings, glazes and meringues		✓	✓	
E2	Assemble and decorate cakes and pastries		✓	✓	
Line F	DESSERTS	5%	20%	80%	100%
F1	Prepare custards and mousses		✓	✓	
F2	Prepare plated desserts		✓	✓	
Line G	CHOCOLATE AND CONFECTIONERY	5%	20%	80%	100%
G1	Demonstrate the principles of working with chocolate and confectionery		✓	✓	
	Exams	5%	100%	0%	100%
Total Percentage for Baker Level 1		100%			



Training Topics and Suggested Time Allocation Level 2

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	OCCUPATIONAL SKILLS	10%	50%	50%	100%
A1	Demonstrate workplace safety procedures		✓	✓	
A2	Apply safe food handling practices		✓	✓	
A3	Apply interpersonal skills		✓	✓	
A4	Use and maintain baking tools and equipment		✓		
A5	Use product and nutritional information		✓		
A6	Apply baking science and trade calculations		✓	✓	
A7	Plan and organize production		✓	✓	
A8	Manage bakery products and inventory		✓		
A9	Apply cost control procedures		✓		
A10	Apply packaging and merchandizing procedures		✓		
Line B	FERMENTED GOODS	20%	20%	80%	100%
B1	Prepare basic doughs and products		✓	✓	
B2	Prepare laminated doughs and products		✓	✓	
B3	Prepare specialty doughs and products		✓	✓	
B4	Prepare natural ferments and Artisan breads		✓	✓	
Line C	PASTRIES	15%	20%	80%	100%
C1	Prepare pies and tarts		✓	✓	
C2	Prepare laminated pastry doughs and products		✓	✓	
C3	Prepare specialty pastries		✓	✓	
C4	Prepare deep fried pastries and products		✓	✓	
Line D	CAKES AND COOKIES	20%	20%	80%	100%
D1	Prepare cookies, squares and bars		✓	✓	
D3	Prepare cakes		✓	✓	
D4	Prepare specialty cakes and tortes		✓	✓	
Line E	DECORATE AND FINISH BAKED GOODS	15%	20%	80%	100%
E1	Prepare icings, fillings, glazes and meringues		✓		
E2	Assemble and decorate cakes and pastries		✓	✓	
E3	Prepare decorative pastes and garnishes		✓	✓	
E4	Assemble and decorate tiered and wedding cakes		✓	✓	
Line F	DESSERTS	10%	20%	80%	100%
F1	Prepare custards and mousses		✓	✓	
F2	Prepare plated desserts		✓	✓	
F3	Prepare ice creams and frozen desserts		✓	✓	
F4	Apply dessert presentation techniques		✓	✓	



% of Time Allocated to:

		% of Time	Theory	Practical	Total
Line G	CHOCOLATE AND CONFECTIONERY	5%	20%	80%	100%
G2	Prepare chocolate products and garnishes		✓	✓	
G3	Prepare confectionery products and garnishes		✓	✓	
	Exams	5%	100%	0%	100%
Total Percentage for Baker Level 2		100%			



Training Topics and Suggested Time Allocation Level 3

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	OCCUPATIONAL SKILLS	15%	20%	80%	100%
A1	Demonstrate workplace safety procedures		✓	✓	
A2	Apply safe food handling practices		✓	✓	
A3	Apply interpersonal skills		✓	✓	
A4	Use and maintain baking tools and equipment		✓		
A5	Use product and nutritional information		✓	✓	
A6	Apply baking science and trade calculations		✓	✓	
A7	Plan and organize production		✓	✓	
A8	Manage bakery products and inventory		✓	✓	
A9	Apply cost control procedures		✓		
A10	Apply packaging and merchandizing procedures		✓		
Line B	FERMENTED GOODS	15%	20%	80%	100%
B3	Prepare specialty doughs and products		✓	✓	
B4	Prepare natural ferments and Artisan breads		✓	✓	
Line C	PASTRIES	10%	20%	80%	100%
C3	Prepare specialty pastries		✓	✓	
Line D	CAKES AND COOKIES	10%	20%	80%	100%
D4	Prepare specialty cakes and tortes		✓	✓	
Line E	DECORATE AND FINISH BAKED GOODS	20%	20%	80%	100%
E1	Prepare icings, fillings, glazes and meringues		✓	✓	
E2	Assemble and decorate cakes and pastries		✓	✓	
E3	Prepare decorative pastes and garnishes		✓	✓	
E4	Assemble and decorate tiered and wedding cakes		✓	✓	
Line F	DESSERTS	10%	20%	80%	100%
F1	Prepare custards and mousses		✓	✓	
F2	Prepare plated desserts		✓	✓	
F3	Prepare ice creams and frozen desserts		✓	✓	
F4	Apply dessert presentation techniques		✓	✓	
Line G	CHOCOLATE AND CONFECTIONERY	10%	20%	80%	100%
G2	Prepare chocolate products and garnishes		✓	✓	
G3	Prepare confectionery products and garnishes		✓	✓	
	Inter-Provincial Exam Review	5%	100%	0%	100%
	Exams	5%	100%	0%	100%
Total Percentage for Baker Level 3		100%			



Section 3

PROGRAM CONTENT

Baker



Level 1

Baker



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A1** **Demonstrate workplace safety procedures**

Objectives

To be competent in this area, the individual must be able to:

- Describe WorkSafeBC regulations in the workplace.
- Identify and describe workplace hazards.
- Describe basic emergency procedures.
- Describe fire safety procedures and regulations.
- Apply personal safety practices.
- Apply workplace safety procedures.

LEARNING TASKS

1. Describe WorkSafeBC regulations in the workplace

CONTENT

- Purpose
- Compensation and benefits
 - Workers who are covered
 - Workers who are not covered
 - Compensated injuries and job-related illness
 - Circumstances for compensation
 - Benefits
- Responsibilities
 - Employer
 - Employee
- Joint occupational health and safety committees
- Contravention of regulations
- Reporting accidents

2. Identify and describe workplace hazards

- Types of hazards
 - Environmental
 - Physical
 - Mechanical
- Workplace Hazardous Materials Information System (WHMIS)
 - Overview
 - Symbols
 - Reading labels
 - Employer is to provide training
- Material Data Safety Sheets (MSDS)



LEARNING TASKS

3. Describe basic emergency procedures

4. Describe fire safety procedures and regulations

CONTENT

- Types of workplace emergencies
 - Fire
 - Earthquake
 - Evacuation
 - Medical
- Workplace procedures
 - Emergency drills
 - Muster stations
 - Emergency exits

- Components that produce fire
 - Fuel
 - Heat
 - Oxygen
- Types of fires and extinguishers
 - Classes of fires
 - Selection of correct fire extinguishers
 - Servicing of fire extinguishers
- Fire safety precautions
 - Flammable liquids or gases
 - Paper and wood products
 - Oily cloths



LEARNING TASKS

5. Apply personal safety practices

CONTENT

- Types of accidents and their causes
 - Cuts
 - Burns
 - Falls
 - Strains and sprains
- Accident prevention
- Symptoms of strains and repetitive motion injuries
 - Identification
 - Early reporting
 - Preventative practices
- Personal protective equipment
 - Clothing
 - Footwear
 - Hand protection
 - Eye protection
- Safety practices for the bake shop
 - Lock-out procedures
 - Work safely
 - Equipment
 - Sharp utensils
 - Hot pans
 - Keep floors safe
 - Store supplies safely
 - Dispose of refuse properly
 - Proper lifting practices
- Equipment safety
 - Ventilation systems
 - Emergency shutdown systems
 - Guards and barriers



LEARNING TASKS

- 6. Apply workplace safety procedures

CONTENT

- Shop procedures
- Emergency phone numbers
- Fire and evacuation procedures
- First aid procedures
 - Designated First Aid attendant
 - Emergency wash or shower locations
 - Cuts and burns
 - Slips and falls
 - Strains and sprains
- Utilities
 - Electrical
 - Principle of electric shock prevention
 - Examination of wiring
 - Lock-out procedures
 - Water supply
 - Shut-off procedures
 - Gas supply
 - Valve shut off
 - Pilot light
 - Identifying problems
 - Other services

Achievement Criteria

Performance	The individual will apply safety standards as required to industry and regulatory standards.
Conditions	The individual will be given access to a work station and appropriate Personal Protective Equipment (PPE). The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> • Correct PPE • Follows safe work practices • Correct footwear and uniform • Correct handling of hazardous materials • Cleans up spills • Handles hot pans appropriately • Carries and stores knives and tools appropriately



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A2** **Apply safe food handling practices**

Objectives

To be competent in this area, the individual must be able to:

- Describe food safety regulations.
- Describe the principles of Hazard Analysis – Critical Control Points (HACCP).
- Describe the causes and preventions of food borne illnesses.
- Apply general food handling and storage procedures.
- Apply workplace sanitation procedures.
- Apply personal hygiene procedures.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>1. Describe food safety regulations</p> | <ul style="list-style-type: none"> • Provincial food safety regulations • FOODSAFE Level 1 certification (prerequisite to entering program) |
| <p>2. Describe the principles of Hazard Analysis – Critical Control Points (HACCP)</p> | <ul style="list-style-type: none"> • Definitions • Food poisoning myths • The danger zone • Corrective action |
| <p>3. Describe the causes and preventions of food borne illnesses</p> | <ul style="list-style-type: none"> • Food borne illnesses present in foods • Food borne illnesses spread by human contact • Allergies and intolerances |
| <p>4. Apply general food handling and storage procedures</p> | <ul style="list-style-type: none"> • Food handling procedures <ul style="list-style-type: none"> ○ Receiving ○ Storage ○ Labelling • Temperature controls • Storage and labelling procedures • Inventory control - First In First Out (FIFO) • Food safety plans • Maintenance of refrigeration equipment • Contaminated foods • Identification • Disposal • Cross contamination |



LEARNING TASKS

CONTENT

5. Apply workplace sanitation procedures

- Avoiding cross contamination
- Spills
- Keeping floor clear
- Cleaning and sanitizing procedures and schedules
 - Cleaning and sanitizing products
 - Cleaning shelves and floor
 - Cleaning and maintaining equipment
 - Cleaning schedule
- Recognizing and handling infestation and contamination, including bacteria, fungi, and mould
- Checking equipment for cracks and defaults

6. Apply personal hygiene procedures

- Importance of personal hygiene
- Personal health and wellness
 - Preventative approach
- Hand washing procedures
- Acceptable clothing
 - Types
 - Cleanliness
- Footwear
 - Types
 - Cleanliness
- Head covering
- Jewellery and make up
- Avoiding cross contamination

Achievement Criteria

Performance The individual will exercise safe food handling and personal hygiene procedures as required to industry and regulatory standards.

Conditions The individual will be given a work station and appropriate tools and equipment. The competency will be observed and assessed by the instructor during technical training.

Criteria The individual will be evaluated on a grading sheet which reflects:

- Hands washed before starting work and between tasks
- Hair covered or tied back appropriately
- Perishable products stored at correct temperatures
- Product covered and stored in appropriate location
- Cleans and sanitizes between tasks
- Correct temperatures for cooking, holding, and re-heating
- Minimizes risk of cross contamination



Line (GAC): A OCCUPATIONAL SKILLS

Competency: A3 Apply interpersonal skills

Objectives

To be competent in this area, the individual must be able to:

- Describe roles and responsibilities in the workplace.
- Describe personal attributes and professionalism in the workplace.
- Use basic communication in the workplace.

LEARNING TASKS

1. Describe roles and responsibilities in the workplace

2. Describe personal attributes and professionalism in the workplace

3. Use basic communication in the workplace

CONTENT

- Employment Standards Act
- BC Human Rights Act
- Role and responsibilities
 - Employee
 - Supervisors
 - Employer
- Employer expectations
 - Work ethic
 - Accountability
 - Responsibility
 - Time management
 - Professionalism
 - Attendance and punctuality
 - Job satisfaction
- Industry expectations
- Performance evaluation
- Company policies and procedures
- Types of communication
 - Verbal
 - Non-verbal
- Social behaviour
 - Social media
- Codes of conduct
 - Company policies
- Cultural differences

**Achievement Criteria**

Performance	The individual will demonstrate effective basic communication skills.
Conditions	The individual will be given guidelines for interpersonal communication in the bake shop. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Communicates effectively with others• Uses appropriate language and tone of voice• Maintains composure• Demonstrates respect for others• Follows policies and procedures



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A4** **Use and maintain baking tools and equipment**

Objectives

To be competent in this area, the individual must be able to:

- Identify common types of baking tools and their uses.
- Describe the maintenance and safety precautions of baking tools.
- Identify common types of bakery equipment and their uses.
- Describe the maintenance and safety precautions of bakery equipment.
- Select and use bakery tools and equipment.

LEARNING TASKS

1. Identify common types of baking tools and their uses

2. Describe the maintenance and safety precautions of baking tools

CONTENT

- Hand tools
 - Types
 - Uses
 - Selection
- Pans and cookware
 - Types
 - Uses
 - Selection
- Knives
 - Types
 - Uses
 - Selection
- General guidelines for use
- General safety precautions
- Cleaning and storage of hand tools
- Routine maintenance and checking for defects
- Specific maintenance and safety precautions for knives and other sharp tools

**LEARNING TASKS**

3. Identify common types of bakery equipment and their uses

4. Describe the maintenance and safety precautions of bakery equipment

5. Select and use bakery tools and equipment

CONTENT

- Major equipment
 - Mixers
 - Ovens
 - Stoves
 - Proofers
 - Sheeters
 - Bun dividers
 - Grinders
 - Bread slicers
 - Labelling equipment
- Small equipment
 - Food processors
 - Mixers
 - Scales
- Use of each type of equipment
- Use of attachments
- Use of computers, smartphones, and tablets

- General guidelines
- General safety precautions
- Lock-out procedures
- Cleaning and storage
- Routine maintenance
- Checking temperature

- Basic knife skills
 - Selection
 - Proper use
 - Basic cuts
 - Maintenance/sharpening
- Selection
- Matching tool or equipment to task
- Cleaning and storage
- Communicating any concerns



Achievement Criteria

- Performance The individual will correctly locate, identify and use equipment and small tools.
- Conditions The individual will be given access to equipment and small tools in the bakery.
The competency will be observed and assessed by the instructor during technical training.
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Proper selection
 - Matching of tool or equipment to task
 - Correct assembly and use
 - Correct cleaning and storage

**LEARNING TASKS**

3. Describe the basic principles of taste and flavour

CONTENT

- Elements of taste
 - Salty
 - Sweet
 - Sour
 - Bitter
 - Spicy
 - Umami
- Reasons for seasoning and flavouring foods
- Texture
- Temperature
- Use of spices



LEARNING TASKS

6. Use and follow formulas and recipes

7. Identify and evaluate faults in baking

CONTENT

- Following correct sequence
- Accurate yield

- Identification of faults
 - Colour
 - Size
 - Shape
 - Texture
 - Flavour
- Identification of causes
 - Formula balance
 - Method
 - Effects of root cause
- Responding to faults

Achievement Criteria

Performance	<p>The individual will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Accurately weigh and measure products to an industry standard of accuracy, using both Metric and Imperial/US measurement systems • Adjust and convert recipes between Metric and the Imperial/US measurement systems
Conditions	<p>The individual will be given formulas/recipes, ingredients and appropriate measuring equipment.</p> <p>The competency will be observed and assessed by the instructor during technical training.</p>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Accurate yield • Conversion applied correctly



Line (GAC): A OCCUPATIONAL SKILLS
Competency: A7 Plan and organize production

Objectives

To be competent in this area, the individual must be able to:

- Identify the basic principles of organization in the bake shop.
- Demonstrate the basic principles of time management.
- Interpret and follow work plans and production schedules.

LEARNING TASKS

1. Identify the basic principles of organization in the bake shop

2. Demonstrate the basic principles of time management

3. Interpret and follow work plans and production schedules

CONTENT

- Mise en place principles
 - Prep lists
 - Work plan
 - Required tools and equipment
- Organizing a work station
- Cleaning and organizing between tasks
- Keeping the area free of clutter

- Prioritizing work assignments
- Developing and maintaining production speed
 - Posture
 - Efficient movement
 - Minimizing steps
- Multi-tasking
- Clarifying instructions with supervisor

- Reading documents
- Identifying task sequence
- Following instructions
- Seeking clarity when appropriate

Achievement Criteria

- | | |
|-------------|---|
| Performance | The individual will maintain organization and follow production schedules to an industry standard. |
| Conditions | The individual will be given production schedules and access to appropriate tools and equipment.
The competency will be observed and assessed by the instructor during technical training. |
| Criteria | The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> • Set up and organization of work area • Work plan or task list in place • Organization maintained throughout day • Production time within industry expectations |



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A8** **Manage bakery products and inventory**

Objectives

To be competent in this area, the individual must be able to:

- Describe receiving procedures.
- Identify storage temperatures and procedures.
- Identify waste management procedures.
- Apply receiving, storage and waste management procedures.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>1. Describe receiving procedures</p> | <ul style="list-style-type: none"> • Interpreting invoices/purchasing orders • Receiving practices • Communicating shortages • Return policies |
| <p>2. Identify storage temperatures and procedures</p> | <ul style="list-style-type: none"> • Dry foods • Refrigerated products • Frozen foods • Food rotation (FIFO) • Labelling |
| <p>3. Identify waste management procedures</p> | <ul style="list-style-type: none"> • Types of waste • Organics/compostable product • Recyclable products • Usage and waste management <ul style="list-style-type: none"> ○ Reduce ○ Re-use ○ Recycle • Workplace procedures • Materials needing separate disposal |
| <p>4. Apply receiving, storage and waste management procedures</p> | <ul style="list-style-type: none"> • Product received and stored appropriately • Labelled correctly • Waste minimized • Procedures followed |

**Achievement Criteria**

Performance	The individual will apply receiving and storage practices to an industry standard.
Conditions	The individual will be given access to a commercial bake shop and supplies. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Proper receiving procedures• Checking of invoice or packing list against order• Perishable products stored in fridge/freezer• Product covered and stored in appropriate location• Product usage and wastage



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A9** **Apply cost control procedures**

Objectives

To be competent in this area, the individual must be able to:

- Describe the basic principles of cost control in the bake shop.
- Calculate the cost per item based on yield.

LEARNING TASKS

1. Describe the basic principles of cost control in the bake shop

2. Calculate the cost per item based on yield

CONTENT

- Cost control measures
- Accurate yield
- Wastage
- Proper measurement and portion control

- Formula for calculation
- Calculating costs based on different yields



Line (GAC): A OCCUPATIONAL SKILLS

Competency: A10 Apply packaging and merchandizing procedures

Objectives

To be competent in this area, the individual must be able to:

- Identify types of packaging used in the baking industry.
- Describe the principles of retail display.
- Describe basic labelling requirements.

LEARNING TASKS

1. Identify types of packaging used in the baking industry

CONTENT

- Types
 - Bags
 - Boxes
 - Clamshell
- Materials
 - Permeable
 - Non-permeable
 - Paper
 - Plastic
 - Biodegradable
- Uses
- Selection based on product
- Benefits

2. Describe the principles of retail display

- Displays
 - Counter
 - Showcase
 - Bread rack
 - Shelf
- Arranging product attractively
- Stock rotation

3. Describe basic labelling requirements

- Basic regulations
- When is label required
- Basic information required on a nutritional label
- How to interpret nutritional labels
- Where to find information



Line (GAC): **B** **FERMENTED GOODS**
Competency: **B1** **Prepare basic doughs and products**

Objectives

To be competent in this area, the individual must be able to:

- Describe basic doughs and products.
- Describe the principles of preparing basic doughs.
- Scale and mix basic doughs.
- Perform make-up of basic doughs and products.
- Finish and bake basic dough products.
- Cool, slice and package basic dough products.

LEARNING TASKS

1. Describe basic doughs and products

CONTENT

- Straight doughs
 - White bread dough
 - Whole wheat bread dough
 - Basic sweet dough
 - Lean straight dough
 - North American Danish dough
- Products
 - Pan bread
 - French bread
 - Basic rolls and buns
 - Cinnamon buns
 - Raisin bread
 - Basic Danish



LEARNING TASKS

2. Describe the principles of preparing basic doughs

3. Scale and mix basic doughs

4. Perform make-up of basic doughs and products

CONTENT

- Function of ingredients
- Formula balance
- Dough temperature
- Theory of fermentation and proofing
 - Proofing time
 - Heat and humidity
- Machine selection
- Principal objectives of mixing
 - Ingredient distribution
 - Gluten development (window test)
 - Mixing time
 - Clean-up stage
- Freezing and par-baking
 - Formulation
 - Thawing
 - Storage
- Retarding

- Calculate ingredient measurement
Calculate dough temperature using friction theory
Measure ingredients for use in bread formulae
- Mix dough
 - Time
 - Machine speed
 - Testing for gluten development

- Primary fermentation
- Degassing
- Scale dough
- Bench dough (intermediate proofing)
- Mold dough
 - Hand mold
 - Machine mold
- Panning



LEARNING TASKS

5. Finish and bake basic dough products

CONTENT

- Final proofing
- Pre-bake finishes
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

6. Cool, slice and package basic dough products

- De-pan product
- Cool products
 - Process
 - Optimal temperature
- Operate slicer
- Package product
 - Shelf life
 - Label

Achievement Criteria

Performance	The individual will prepare basic breads and rolls to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Volume • Shape • Colour • Texture, grain and crumb • Taste and aroma • Evenness of bake • Production time within industry expectations



Line (GAC): **B** **FERMENTED GOODS**
Competency: **B2** **Prepare laminated doughs and products**

Objectives

To be competent in this area, the individual must be able to:

- Describe croissants.
- Describe the principles of preparing croissants.
- Scale and mix croissants.
- Perform make-up of croissants.
- Finish and bake croissants.
- Cool and package croissants.

LEARNING TASKS

1. Describe croissants

2. Describe the principles of preparing croissants

CONTENT

- Croissant dough
- Products
 - Basic croissants
 - Filled croissants

- Function of ingredients
- Formula balance
- Principles of lamination
 - Roll in fat
 - Single folds
 - Double folds
 - Resting
 - Rotation
- Dough and roll-in fat temperature
- Theory of fermentation and proofing
 - Proofing time
 - Heat and humidity
- Using frozen or par-baked products



LEARNING TASKS

3. Scale and mix croissants

4. Perform make-up of croissants

5. Finish and bake croissants

6. Cool and package croissants

CONTENT

- Measure ingredients
- Mix dough
 - Mixing method
 - Timing of mixing
 - Roll-in shortening and folding techniques
 - Operate sheeters
 - Use of rolling pin
- Storage of prepared dough
 - For immediate use
 - Freezing for later use

- Techniques for various products
- Traditional croissants
- Filled croissants
 - Pain au chocolate
 - Savoury items (cheese/ham, etc.)
- Storage of product

- Final proofing
 - Proofing time
 - Heat and humidity
- Pre-bake finishes
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

- Glazing
- De-pan product
- Cool products
 - Process
 - Optimal temperature
- Package product
 - Shelf life
 - Label

**Achievement Criteria**

Performance	The individual will prepare croissants to an industry standard for quality and production time.
Conditions	The individual will be given recipes, a work station, and appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Volume• Colour• Flakiness• Greasiness• Form• Appearance and garnish• Taste• Evenness of bake• Aroma• Production time within industry expectations



Line (GAC): **B** **FERMENTED GOODS**
Competency: **B3** **Prepare specialty doughs and products**

Objectives

To be competent in this area, the individual must be able to:

- Describe basic specialty doughs and products.
- Describe the principles of preparing basic specialty doughs.
- Scale and mix basic specialty doughs.
- Perform make-up of basic specialty doughs and products.
- Finish and bake basic specialty dough products.
- Cool, slice and package basic specialty dough products.

LEARNING TASKS

1. Describe basic specialty doughs and products

2. Describe the principles of preparing basic specialty doughs

CONTENT

- Products
 - Bagel
 - Ethnic flat bread
 - Pita
 - Crackers
 - Other
 - Focaccia
 - Calzone
 - Pizza
 - Pretzels
- Function of ingredients
- Formula balance
- Dough temperature
- Theory of fermentation and proofing
 - Proofing time
 - Heat and humidity
- Machine selection
- Principal objectives of mixing
 - Ingredient distribution
 - Gluten development (window test)
 - Mixing time
 - Clean-up stage
- Using frozen or par-baked products

**LEARNING TASKS**

3. Scale and mix basic specialty doughs

4. Perform make-up of basic specialty doughs and products

5. Finish and bake basic specialty dough products

CONTENT

- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
 - Time
 - Machine speed
 - Testing for gluten development

- Primary fermentation
- Degassing
- Scale dough
- Bench dough (intermediate proofing)
- Mold dough
 - Hand mold
 - Machine mold
- Other processes
 - Dipping
 - Boiling
 - Garnishing
- Panning
- Retarding

- Final proofing
- Pre-bake finishes
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness



LEARNING TASKS

6. Cool, slice and package basic specialty dough products

CONTENT

- De-pan product
- Cool products
 - Process
 - Optimal temperature
- Operate slicer
- Package product
 - Shelf life
 - Label

Achievement Criteria

- Performance** The individual will prepare basic specialty fermented breads and products to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Evenness of bake
 - Production time within industry expectations



Line (GAC): **C** **PASTRIES**
Competency: **C1** **Prepare pies and tarts**

Objectives

To be competent in this area, the individual must be able to:

- Describe basic pie doughs and products.
- Describe the principles of preparing basic pie doughs.
- Scale and mix basic pie doughs.
- Perform make-up of basic pies and tarts.
- Finish and bake basic pies and tarts.

LEARNING TASKS

1. Describe basic pie doughs and products

2. Describe the principles of preparing basic pie doughs

3. Scale and mix basic pie doughs

CONTENT

- Pie doughs
 - Flaky
 - Mealy
 - Sweet
 - Short crust
- Basic fruit fillings
 - Cooked
 - Uncooked (old-fashioned)
- Custards
 - Pecan pie
 - Pumpkin pie
- Topping and finishing
 - Top crusts
 - Streusel
- Ingredient function
- Formula balance
- Temperature
- Mixing methods
- Resting and shrinkage
- Equipment
- Procedures
- Calculate and measure ingredients
- Use appropriate method
- Mix dough
- Resting

**LEARNING TASKS**

4. Perform make-up of basic pies and tarts

5. Finish and bake basic pies and tarts

CONTENT

- Equipment
- Procedures
 - Pie press and sheeter
 - Use of rolling pin
- Filling quantities
- Topping and finishing

- Garnish
- Pre-bake finish
- Vent
- Temperature
- Time
- Finishing

Achievement Criteria

- Performance** The individual will prepare basic pies and tarts to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Crust colour
 - Texture
 - Symmetry and shrinkage
 - Filling
 - Evenness of bake
 - Taste
 - Production time within industry expectations



Line (GAC): C PASTRIES

Competency: C2 Prepare laminated pastry doughs and products

Objectives

To be competent in this area, the individual must be able to:

- Describe basic laminated pastry doughs and products.
- Describe the principles of preparing laminated pastry doughs.
- Scale and mix laminated pastry doughs.
- Perform make-up of basic laminated pastry dough products.
- Finish and bake basic laminated dough products.
- Cool and package basic laminated pastry dough products.

LEARNING TASKS

1. Describe basic laminated pastry doughs and products
2. Describe the principles of preparing laminated pastry doughs

CONTENT

- Variations
 - Basic puff paste
 - Quick puff paste
- Products
 - Squares and strips
 - Turnovers
 - Savoury straws
 - Pockets
 - Sausage rolls
- Function of ingredients
- Formula balance
- Principles of lamination
 - Roll in fat
 - Single folds
 - Double folds
 - Resting
 - Rotation
- Dough and roll-in fat temperature
- Frozen or par-baked products



LEARNING TASKS

3. Scale and mix laminated pastry doughs

4. Perform make-up of basic laminated pastry dough products

5. Finish and bake basic laminated dough products

6. Cool and package basic laminated pastry dough products

CONTENT

- Measure ingredients
- Mix dough
 - Mixing method
 - Timing of mixing
 - Roll-in shortening and folding techniques
 - Operate sheeters
 - Use of rolling pin
- Storage of prepared dough
 - For immediate use
 - Freezing for later use

- Use of rolling pin
- Operate sheeter
- Thickness
- Techniques for various products
 - Cutting
 - Fillings
 - Seal
- Store and freeze for future bake-off

- Pre-bake finishes
- Garnish
- Vent
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

- Cool products
 - Process
 - Optimal temperature
- Package product
 - Shelf life
 - Label

**Achievement Criteria**

- Performance** The individual will prepare basic laminated pastry products to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Colour
 - Symmetry
 - Taste
 - Texture
 - Visual appeal
 - Production time within industry expectations



Line (GAC): **C** **PASTRIES**
Competency: **C3** **Prepare specialty pastries**

Objectives

To be competent in this area, the individual must be able to:

- Describe choux paste and products.
- Describe the principles of preparing choux paste.
- Scale and mix choux paste.
- Perform make-up of choux paste products.
- Finish and bake choux paste products.
- Cool and package choux paste products.

LEARNING TASKS

1. Describe choux paste and products

2. Describe the principles of preparing choux paste

3. Scale and mix choux paste

4. Perform make-up of choux paste products

CONTENT

- Characteristics
- Products
 - Cream puffs
 - Éclairs
 - Profiteroles

- Function of ingredients
- Formula balance
- Mixing method
- Adding eggs

- Measure ingredients
- Cook base
- Mix dough
 - Mixing method
 - Adding eggs
- Storage of prepared dough

- Use of piping bag
- Size and shape
- Techniques for various products



LEARNING TASKS

5. Finish and bake choux paste products

CONTENT

- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

6. Cool and package choux paste products

- Cooling
- Filling, glazing and coating
- Storing
- Package product
 - Shelf life
 - Label

Achievement Criteria

- Performance** The individual will prepare choux paste products to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Colour
 - Form
 - Appearance and garnish
 - Taste
 - Texture
 - Interior structure
 - Production time within industry expectations



Line (GAC): D CAKES AND COOKIES
Competency: D1 Prepare cookies, squares and bars

Objectives

To be competent in this area, the individual must be able to:

- Describe basic cookies, squares and bars.
- Describe the principles of preparing basic cookies, squares and bars.
- Scale and mix basic cookies, squares and bars.
- Perform make-up of basic cookies, squares and bars.
- Finish basic cookies, squares and bars.
- Cool and package basic cookies, squares and bars.

LEARNING TASKS

1. Describe basic cookies, squares and bars

2. Describe the principles of preparing basic cookies, squares and bars

CONTENT

- Types of cookies
 - Sugar
 - Drop
 - Piped
 - Rolled
 - Icebox
- Characteristics of cookies
- Types of slices and squares
 - Brownies
 - Oat products
 - Fruit squares
- Function of ingredients
- Formula balance
- Mixing methods
 - One stage
 - Creaming
- Layering
- Portioning methods
 - Rolled
 - Drop
 - Hand-formed
 - Piped



LEARNING TASKS

3. Scale and mix basic cookies, squares and bars

4. Perform make-up of basic cookies, squares and bars

5. Finish basic cookies, squares and bars

6. Cool and package basic cookies, squares and bars

CONTENT

- Measure ingredients
- Mix dough
 - Mixing method
 - Timing of mixing
- Storage of prepared dough
 - For immediate use
 - Freezing for later use
- Using commercial mixes

- Techniques for various products
 - Use of rolling pin
 - Operate sheeter
 - Hand forming
 - Cutting
 - Piping
 - Spreading
 - Thickness
- Store for future bake-off

- Pre-bake finishes
- Garnish
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness
- Finishing, glazing and coating

- Cooling
- Storing
- Package product
 - Shelf life
 - Label

**Achievement Criteria**

Performance	The individual will prepare basic cookies, squares and bars to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Volume/spreading• Colour• Texture• Taste• Appearance• Doneness• Finish• Accuracy of cutting• Production time within industry expectations



Line (GAC): D **CAKES AND COOKIES**

Competency: D2 **Prepare quick breads**

Objectives

To be competent in this area, the individual must be able to:

- Describe quick breads.
- Describe the principles of preparing quick breads.
- Scale and mix quick breads.
- Perform make-up of quick breads.
- Finish quick breads.
- Cool and package quick breads.

LEARNING TASKS

- | | |
|--|--|
| 1. Describe quick breads | <ul style="list-style-type: none">• Types of quick breads<ul style="list-style-type: none">o Muffinso Scones/ biscuitso Waffles/pancakeso Soda breadso Cornbreads• Characteristics of quick breads |
| 2. Describe the principles of preparing quick breads | <ul style="list-style-type: none">• Function of ingredients• Formula balance• Mixing methods<ul style="list-style-type: none">o Biscuit methodo One stageo Creaming• Portioning methods<ul style="list-style-type: none">o Rolledo Dropo Hand-formed• Pan preparation<ul style="list-style-type: none">o Muffin tinso Loaf pans• Additions and inclusions<ul style="list-style-type: none">o Typeso When to incorporateo Methods |



LEARNING TASKS

3. Scale and mix quick breads

4. Perform make-up of quick breads

5. Finish quick breads

6. Cool and package quick breads

CONTENT

- Measure ingredients
- Mix dough
 - Mixing method
 - Timing of mixing
 - Additions and inclusions
- Storage of prepared dough
 - For immediate use
 - Freezing for later use
- Using commercial mixes

- Techniques for various products
 - Use of rolling pin
 - Operate sheeter
 - Hand forming
 - Thickness
- Store for future bake-off

- Pre-bake finishes
- Garnish
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness
- Finishing, glazing and garnishing

- Cooling
- Storing
- Package product
 - Shelf life
 - Label

**Achievement Criteria**

Performance	The individual will prepare quick breads to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Volume• Shape• Colour• Texture, grain and crumb• Taste and aroma• Evenness of bake• Production time within industry expectations



Line (GAC): D CAKES AND COOKIES

Competency: D3 Prepare cakes

Objectives

To be competent in this area, the individual must be able to:

- Describe basic cakes.
- Describe the principles of preparing basic cakes.
- Scale and mix basic cakes.
- Perform make-up of basic cakes.
- Finish basic cakes.
- Cool and store basic cakes.

LEARNING TASKS

1. Describe basic cakes

2. Describe the principles of preparing basic cakes

3. Scale and mix basic cakes

CONTENT

- Types of basic cakes
 - Pound and loaf
 - High ratio
- Characteristics of cakes
- Function of ingredients
- Formula balance
- Cleanliness of equipment
- Temperature of ingredients
- Volume of batter
- Mixing methods
 - Creaming
 - One stage
- Pan preparation
 - Cake tins
 - Sheet pans
 - Loaf pans
- Measure ingredients
- Mix batter
 - Mixing method
 - Timing of mixing
- Storage of prepared batter
- Using commercial mixes



LEARNING TASKS

4. Perform make-up of basic cakes

5. Finish basic cakes

6. Cool and store basic cakes

CONTENT

- Techniques for various products
- Scaling/portioning
- Store for future bake-off

- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

- Cooling
- Storing

Achievement Criteria

- Performance The individual will prepare basic cakes to an industry standard for quality and production time.
- Conditions The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Evenness of bake
 - Production time within industry expectations



Line (GAC): D **CAKES AND COOKIES**
Competency: D4 **Prepare specialty cakes and tortes**

Objectives

To be competent in this area, the individual must be able to:

- Describe cheesecakes.
- Describe the principles of preparing cheesecakes.
- Scale and mix cheesecakes.
- Perform make-up of cheesecakes.
- Finish cheesecakes.
- Cool and store cheesecakes.

LEARNING TASKS

1. Describe cheesecakes

2. Describe the principles of preparing cheesecakes

3. Scale and mix cheesecakes

4. Perform make-up of cheesecakes

CONTENT

- Types of cheesecakes
 - Baked
 - Other varieties
- Characteristics of cheesecakes

- Function of ingredients
- Formula balance
- Mixing methods
- Volume of batter
- Pan preparation
- Preparation of bases
 - Short paste
 - Crumb crust

- Measure ingredients
- Mix batter
 - Mixing method
 - Timing of mixing
- Storage of prepared batter
 - For immediate use
 - Freezing for later use
- Using commercial mixes

- Techniques for various products
- Scaling/portioning
- Store for future bake-off



LEARNING TASKS

5. Finish cheesecakes

6. Cool and store cheesecakes

CONTENT

- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Use of water bath (bain marie)
 - Baking times
 - Testing for doneness
- Finishing, garnishing and glazing
- Cooling
- Storing

Achievement Criteria

- Performance** The individual will prepare cheesecakes to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Colour
 - Texture
 - Taste
 - Shrinkage
 - Evenness
 - Doneness
 - Production time within industry expectations



Line (GAC): **E DECORATE AND FINISH BAKED GOODS**
Competency: **E1 Prepare icings, fillings, glazes and meringues**

Objectives

To be competent in this area, the individual must be able to:

- Describe basic icings, fillings, glazes and meringues.
- Describe the principles of preparing basic icings, fillings, glazes and meringues.
- Prepare basic icings, fillings, glazes and meringues.
- Cool and store basic icings, fillings, glazes and meringues.

LEARNING TASKS

1. Describe basic icings, fillings, glazes and meringues

2. Describe the principles of preparing basic icings, fillings, glazes and meringues

CONTENT

- Types of basic icings
 - Buttercreams
 - Royal icing
 - Whipped cream
- Types of basic glazes
 - Fondant glaze
 - Commercial products
- Types of basic meringues
 - Swiss
 - Italian
 - French

- Function of ingredients
- Formula balance
- Mixing methods
- Cooking methods
- Temperature of equipment and ingredients
- Cleanliness of equipment
- Consistency
- Texture
- Stability



LEARNING TASKS

3. Prepare basic icings, fillings, glazes and meringues

4. Cool and store basic icings, fillings, glazes and meringues

CONTENT

- Measure ingredients
- Prepare product
 - Mixing method
 - Timing of mixing
 - Cooking method
- Storage of prepared products
 - For immediate use
 - Freezing for later use
- Using commercial products

- Cooling
- Storing
- Chilling and freezing
- Preparing chilled product for use

Achievement Criteria

- Performance** The individual will prepare basic icings, fillings, glazes and meringues to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Viscosity
 - Taste
 - Colour
 - Consistency
 - Texture
 - Stability
 - Production time within industry expectations



LEARNING TASKS

- 3. Perform basic filling procedures

- 4. Perform basic coating techniques

- 5. Perform basic finishing and decorating techniques

CONTENT

- Selecting tools
- Select method
 - Piping
 - Spreading
- Techniques for different products
 - Buttercream
 - Whipped cream
 - Pastry cream

- Selecting tools
- Select method
 - Masking
 - Dipping
 - Pouring
- Techniques for different products
 - Buttercreams
 - Basic glazes

- Selecting tools
- Dusting
- Piping
 - Filling bag
 - Posture
 - Holding bag
 - Basic shapes
- Techniques for different products
 - Buttercream
 - Whipped cream
 - Meringue

Achievement Criteria

- Performance** The individual will assemble and decorate basic cakes and pastries to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Visual appeal
 - Taste
 - Symmetry
 - Consistency
 - Production time within industry expectations



Line (GAC): F DESSERTS
Competency: F1 Prepare custards and mousses

Objectives

To be competent in this area, the individual must be able to:

- Describe basic custards.
- Describe the principles of preparing basic custards.
- Prepare basic custards.
- Cool and store basic custards.

LEARNING TASKS

1. Describe basic custards

2. Describe the principles of preparing basic custards

3. Prepare basic custards

CONTENT

- Types of basic custards
 - Crème brûlée
 - Crème caramel
 - Bread pudding
 - Pot de crème
 - Pastry cream
 - Crème anglaise

- Function of ingredients
 - Setting/gelling
 - Caramel
- Formula balance
- Flavouring
- Mixing methods
- Cooking
- Baking
 - Temperatures
 - Water bath

- Measure ingredients
- Prepare product
 - Mixing method
 - Timing of mixing
 - Cooking or baking method
- Storage of prepared products
- Using commercial mixes



LEARNING TASKS

4. Cool and store basic custards

CONTENT

- Cooling
- Storing
- Unmolding

Achievement Criteria

- Performance** The individual will prepare basic custards to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Colour
 - Texture
 - Taste
 - Doneness
 - Production time within industry expectations



LEARNING TASKS

3. Prepare basic fruit desserts

4. Cool and store basic fruit desserts

CONTENT

- Measure ingredients
- Peel, core, pit, and zest fruit
- Prepare product
 - Mixing method
 - Cooking or baking method
 - Oven temperature
 - Testing for doneness
- Storage of prepared products
- Holding and reheating

- Cooling
- Storing

Achievement Criteria

Performance The individual will prepare basic fruit desserts to an industry standard for quality and production time.

Conditions The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.

Criteria The individual will be evaluated on a grading sheet which reflects:

- Colour
- Texture
- Taste
- Doneness
- Production time within industry expectations



Line (GAC): G CHOCOLATE AND CONFECTIONERY
Competency: G1 Demonstrate the principles of working with chocolate and confectionery

Objectives

To be competent in this area, the individual must be able to:

- Describe chocolate and cocoa products.
- Describe the principles of working with chocolate.
- Describe the principles of working with sugar.
- Prepare simple chocolate and sugar products.

LEARNING TASKS

1. Describe chocolate and cocoa products
2. Describe the principles of working with chocolate
3. Describe the principles of working with sugar

CONTENT

- History and processing
- Types
 - Couverture
 - Compound/coating
- Varieties
 - Dark
 - Milk
 - White
- Cocoa products
 - Cocoa powder
 - Cocoa butter
- Melting and tempering (crystallization)
 - Melting points
 - Tempering techniques
 - Dipping
- Types of sugar
- Temperature stages
- Safety
- Crystallization
- Stopping cooking process
- Cooling



LEARNING TASKS

4. Prepare simple chocolate and sugar products

CONTENT

- Syrups
- Caramel
- Chocolate for dipping
- Basic writing techniques
- Preparing a cornet

Achievement Criteria

Performance The individual will prepare basic chocolate and sugar products to an industry standard for quality and production time.

Conditions The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.

Criteria The individual will be evaluated on a grading sheet which reflects:

- Correct tempering
- Neatness
- Portion control
- Visual appeal
- Texture
- Taste
- Production time within industry expectations



Level 2

Baker



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A1** **Demonstrate workplace safety procedures**

Objectives

To be competent in this area, the individual must be able to:

- Access and interpret safety and emergency procedures.
- Apply personal safety practices.
- Apply workplace safety procedures.

LEARNING TASKS

1. Access and interpret safety and emergency procedures
2. Apply personal safety practices

CONTENT

- Review basic safety procedures
- Review site specific emergency procedures
- Personal Protective Equipment
 - Clothing
 - Footwear
 - Hand protection
 - Eye protection
- Safety practices for the bake shop
 - Lock-out procedures
 - Work safely
 - Equipment
 - Sharp utensils
 - Hot pans
 - Keep floors safe
 - Store supplies safely
 - Dispose of refuse properly
 - Proper lifting practices
- Equipment safety
 - Ventilation systems
 - Emergency shutdown systems
 - Guards and barriers
- Shop procedures
- Emergency phone numbers
- Fire and evacuation procedures
- First aid procedures
- Utility shut off procedures

3. Apply workplace safety procedures



Achievement Criteria

Performance	The individual will apply safety standards as required to industry and regulatory standards.
Conditions	The individual will be given access to a work station and appropriate Personal Protective Equipment (PPE). The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Correct PPE• Follows safe work practices• Correct footwear and uniform• Correct handling of hazardous materials• Cleans up spills• Handles hot pans appropriately• Carries and stores knives and tools appropriately



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A2** **Apply safe food handling practices**

Objectives

To be competent in this area, the individual must be able to:

- Apply general food handling and storage procedures.
- Apply workplace sanitation procedures.
- Apply personal hygiene procedures.

LEARNING TASKS

1. Apply general food handling and storage procedures

CONTENT

- Food handling procedures
 - Receiving
 - Storage
 - Labelling
- Temperature controls
- Storage and labelling procedures
- Inventory control - First In First Out (FIFO)
- Food safety plans
- Maintenance of refrigeration equipment
- Contaminated foods
- Identification
- Disposal
- Cross contamination

2. Apply workplace sanitation procedures

- Avoiding cross contamination
- Spills
- Keeping floor clear
- Cleaning and sanitizing procedures and schedules
 - Cleaning and sanitizing products
 - Cleaning shelves and floor
 - Cleaning and maintaining equipment
 - Cleaning schedule
- Recognizing and handling infestation and contamination, including bacteria, fungi, and mould
- Checking equipment for cracks and defaults



LEARNING TASKS

- 3. Apply personal hygiene procedures

CONTENT

- Importance of personal hygiene
- Personal health and wellness
 - Preventative approach
- Hand washing procedures
- Acceptable clothing
 - Types
 - Cleanliness
- Footwear
 - Types
 - Cleanliness
- Head covering
- Jewellery and make up
- Avoiding cross contamination

Achievement Criteria

- Performance** The individual will exercise safe food handling and personal hygiene procedures as required to industry and regulatory standards.
- Conditions** The individual will be given a work station and appropriate tools and equipment.
The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Hands washed before starting work and between tasks
 - Hair covered or tied back appropriately
 - Perishable products stored at correct temperatures
 - Product covered and stored in appropriate location
 - Cleans and sanitizes between tasks
 - Correct temperatures for cooking, holding, and re-heating
 - Minimizes risk of cross contamination



Line (GAC): **A OCCUPATIONAL SKILLS**
Competency: **A4 Use and maintain baking tools and equipment**

Objectives

To be competent in this area, the individual must be able to:

- Identify specialty baking tools and equipment.
- Demonstrate the efficient use of tools and equipment.
- Select and use bakery tools and equipment.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>1. Identify specialty baking tools and equipment</p> | <ul style="list-style-type: none"> • Specialty hand tools • Specialty equipment • Specific cleaning and maintenance requirements |
| <p>2. Demonstrate the efficient use of tools and equipment</p> | <ul style="list-style-type: none"> • Proper technique • Correct body position • Increasing production speed with consistent results |
| <p>3. Select and use bakery tools and equipment</p> | <ul style="list-style-type: none"> • Selection • Matching tool or equipment to task • Cleaning and storage • Communicating any concerns |

Achievement Criteria

- Performance** The individual will correctly locate, identify and use a wide range of equipment and small tools.
- Conditions** The individual will be given access to equipment and small tools in the bakery.
The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Proper selection
 - Matching or tool or equipment to task
 - Correct assembly and use
 - Correct cleaning and storage
 - Production time within industry expectations



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A5** **Use product and nutritional information**

Objectives

To be competent in this area, the individual must be able to:

- Identify the basic nutritional properties of baking ingredients.
- Describe food allergies and intolerances.
- Describe a variety of special diets.
- Identify ingredients appropriate for special diets, allergies, and intolerances.
- Prepare products appropriate for special diets, allergies, and intolerances.

LEARNING TASKS

1. Identify the basic nutritional properties of baking ingredients

CONTENT

- Sweeteners
- Salt
- Fresh fruit and vegetables
- Dried fruit and vegetables
- Spices and flavourings
- Wheat flours
- Rye and other flours
- Whole grains
- Eggs
- Dairy products
- Fats
- Thickeners
- Nuts and seeds
- Water

2. Describe food allergies and intolerances

- Allergies
- Allergic reactions
- Highly allergic substances
- Food sensitivity modified diets
 - Wheat-free
 - Milk-free
 - Egg-free
 - Gluten restricted (celiac)
 - Lactose restricted
 - Others



LEARNING TASKS

3. Describe a variety of special diets

4. Identify ingredients appropriate for special diets, allergies, and intolerances

5. Prepare products appropriate for special diets, allergies, and intolerances

CONTENT

- Vegetarian
 - Semi vegetarian
 - Ovo-Lacto diet
 - Pure vegetarian or vegan diet
- Religious and ethnic based diets
 - Jewish dietary practices
 - Muslim diets
 - Hindu diets
- Medical and health based diets
 - Diabetic
 - Low sodium
 - Low fat
 - Low cholesterol
- Gluten free options
- Dairy and egg substitutes
- Fat substitutes or alternatives
- Sugar substitutes and alternatives
- Vegetarian fats
- “Hidden” ingredients

- Importance of sanitation
- Procedures to avoid cross contamination
- Requirements for separate tools and equipment
- Product labelling and signage
- Communication procedures



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A6** **Apply baking science and trade calculations**

Objectives

To be competent in this area, the individual must be able to:

- Apply scientific principles used in baking.
- Describe the function of ingredients in baking when making additions and substitutions.
- Apply mathematical principles in the baking industry.
- Convert, modify and adjust formulas and recipes.
- Use and follow formulas and recipes.
- Identify and evaluate faults in baking.

LEARNING TASKS

1. Apply scientific principles used in baking

2. Describe the function of ingredients in baking when making additions and substitutions

CONTENT

- Processes that occur in baking
 - Review of basic principles
 - Gelatinization
 - Coagulation
 - Crystallization
- Adjusting for high altitude
- Adjusting for ingredient substitutions and additions

- Review basic types and functions
 - Leaveners
 - Salt
 - Sweeteners
 - Flours
 - Fats
 - Thickeners
 - Water
 - Eggs and dairy
- Enzymes
- Eggs substitutes
- Dairy substitutes
- Nuts and seeds
- Whole grains
- Fresh and dried fruit and vegetables
- Meat products



LEARNING TASKS

3. Apply mathematical principles in the baking industry

4. Convert, modify and adjust formulas and recipes

5. Use and follow formulas and recipes

6. Identify and evaluate faults in baking

CONTENT

- Baker's percentage with complex formulas
- Specific gravity calculations
- Calculating ingredient and dough temperature with additions and substitutions

- Converting an Imperial/US measuring system formula to a Metric system formula
- Adjust recipes and formulas for additions and substitutions
- Cautions when modifying formulas and recipes with additions and substitutions

- Modifying method or sequence for additions or substitutions
- Following correct sequence
- Yield accurate
- Identifying and correcting faults

- Identification of faults
 - Colour
 - Size
 - Shape
 - Texture
 - Flavour
- Identification of causes
 - Formula balance
 - Method
 - Effects of root cause
- Responding to faults

Achievement Criteria

- Performance** The individual will adjust and modify recipes with additions and substitutions with consistent results to industry standards.
- Conditions** The individual will be given formulas/recipes, additional or substitute ingredients and appropriate measuring equipment.
The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Additions and substitutions applied correctly
 - Final product outcome within industry standards
 - Yield accurate



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A7** **Plan and organize production**

Objectives

To be competent in this area, the individual must be able to:

- Demonstrate organization and time management in the bake shop.
- Prepare an individual production schedule and work plan.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Demonstrate organization and time management in the bake shop | <ul style="list-style-type: none"> • Accurate mise en place • Organized work station • Cleaning and organizing between tasks • Keeping the area free of clutter • Prioritizing work assignments • Developing and maintaining production speed • Multi-tasking • Clarifying instructions with supervisor |
| <ol style="list-style-type: none"> 2. Prepare an individual production schedule and work plan | <ul style="list-style-type: none"> • Principles of a production schedule and work plan <ul style="list-style-type: none"> ○ Efficient use of time ○ Availability of equipment ○ Requirements of recipe or formula • Products produced according to schedule • All tasks completed within time limit |

Achievement Criteria

- Performance** The individual will prepare an individual production schedule and work plan.
- Conditions** The individual will be given a list of required products and timeline.
 The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Proper use of time
 - Efficient use of equipment
 - Tasks completed within time limit
 - Production time within industry expectations



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A8** **Manage bakery products and inventory**

Objectives

To be competent in this area, the individual must be able to:

- Describe inventory control procedures.
- Describe ordering and purchasing procedures.

LEARNING TASKS

1. Describe inventory control procedures

CONTENT

- Requirements
 - Size of business
 - Sales volume
 - Number of products
 - Frequency of orders
 - Production schedule
 - Company policies
- Tracking systems
 - Sales records
 - Daily count sheets
 - UPC labels
- Types of product in inventory
 - Raw ingredients
 - Production stock, work in progress
 - Finished products

2. Describe ordering and purchasing procedures

- Par levels
- Order cycles
- Availability
- Purchase factors
 - Cost of ingredients
 - Quantity of ingredients
 - Quality of ingredients
- Ordering procedures
 - Order sheets
 - Purchase orders
 - Standing orders
- Receiving procedures
- Storage procedures
 - Stock rotation - First in First Out (FIFO)



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A9** **Apply cost control procedures**

Objectives

To be competent in this area, the individual must be able to:

- Describe the principles of product costing.
- Calculate the cost of a recipe and individual products.

LEARNING TASKS

1. Describe the principles of product costing

2. Calculate the cost of a recipe and individual products

CONTENT

- Ingredient costs
 - As purchased (raw) costs
 - Usable portion calculations
 - Net costs
- Ingredient amounts
- Recipe yield
- Industry and product standards
- Wastage

- Apply costing principles
- Cost calculations accurate
- Total cost of recipe
- Cost per unit



Line (GAC): A OCCUPATIONAL SKILLS

Competency: A10 Apply packaging and merchandizing procedures

Objectives

To be competent in this area, the individual must be able to:

- Describe the basic principles of retail sales and merchandizing.
- Set up a retail bakery display.

LEARNING TASKS

1. Describe the basic principles of retail sales and merchandizing

2. Describe a retail bakery display

CONTENT

- Brand loyalty and awareness
- Current trends
- Customer appeal
- Product mix
- Product placement
- Customer flow
- Impulse buying
- Supplementary products and services

- Displays
 - Counter
 - Showcase
 - Bread rack
 - Shelf
- Wrapping
- Pricing
- Bagging
- Boxing
- Labelling
- Show cards



LEARNING TASKS

3. Scale and mix basic doughs with additions and substitutions

4. Perform make-up of basic doughs and products with additions and substitutions

5. Finish and bake basic dough products with additions and substitutions

6. Cool, slice and package basic dough products with additions and substitutions

CONTENT

- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
 - Time
 - Machine speed
 - Testing for gluten development

- Primary fermentation
- Degassing
- Scale dough
- Bench dough (intermediate proofing)
- Mold dough
 - Hand mold
 - Machine mold
- Panning

- Final proofing
- Pre-bake finishes
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

- De-pan product
- Cool products
 - Process
 - Optimal temperature
- Operate slicer
- Package product
 - Shelf life
 - Label

**Achievement Criteria**

- Performance** The individual will prepare basic breads and rolls with additions and substitutions, to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Evenness of bake
 - Production time within industry expectations



Line (GAC): **B** **FERMENTED GOODS**
Competency: **B2** **Prepare laminated doughs and products**

Objectives

To be competent in this area, the individual must be able to:

- Describe Danish doughs and products.
- Describe the principles of preparing Danish pastries.
- Scale and mix Danish pastry doughs.
- Perform make-up of Danish pastry products.
- Finish and bake Danish pastry products.
- Cool and package Danish pastry products.

LEARNING TASKS

1. Describe Danish pastry products

2. Describe the principles of preparing Danish pastry products

3. Scale and mix Danish pastry doughs

CONTENT

- Danish dough
- Products
 - Filled and stuffed Danish

- Function of ingredients
- Formula balance
 - Adjusting for fillings and additions
- Theory of fermentation and proofing
 - Proofing time
 - Heat and humidity

- Measure ingredients
- Mix dough
 - Mixing method
 - Timing of mixing
 - Roll-in shortening and folding techniques
 - Operate sheeters
 - Use of rolling pin
- Storage of prepared dough
 - For immediate use
 - Freezing for later use



LEARNING TASKS

4. Perform make-up of Danish pastry products

CONTENT

- Techniques for various products
 - Filled
 - Stuffed
- Danish varieties
 - Butterhorns
 - Diamonds
 - Pockets
 - Pinwheels
 - Twists
- Storage of product

5. Finish and bake Danish pastry products

- Final proofing
 - Proofing time
 - Heat and humidity
- Pre-bake finishes
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

6. Cool and package Danish pastry products

- Glazing
- De-pan product
- Cool products
 - Process
 - Optimal temperature
- Package product
 - Shelf life
 - Label

Achievement Criteria

Performance The individual will prepare Danish pastry products to an industry standard for quality and production time.

Conditions The individual will be given recipes, a work station, and appropriate ingredients and utensils.

The competency will be observed and assessed by the instructor during technical training.

Criteria The individual will be evaluated on a grading sheet which reflects:

- Volume
- Colour
- Flakiness



- Greasiness
- Form
- Appearance and garnish
- Taste
- Evenness of bake
- Aroma
- Production time within industry expectations



Line (GAC): **B** **FERMENTED GOODS**
Competency: **B3** **Prepare specialty doughs and products**

Objectives

To be competent in this area, the individual must be able to:

- Describe enriched specialty doughs and products.
- Describe the principles of preparing enriched specialty doughs.
- Scale and mix basic enriched specialty doughs.
- Perform make-up of enriched specialty doughs and products.
- Finish and bake enriched specialty dough products.
- Cool, slice and package enriched specialty dough products.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>1. Describe enriched specialty doughs and products</p> | <ul style="list-style-type: none"> • Enriched doughs • Products <ul style="list-style-type: none"> ○ Brioche ○ Hot cross buns ○ Yeasted coffee cakes ○ Challah |
| <p>2. Describe the principles of preparing enriched specialty doughs</p> | <ul style="list-style-type: none"> • Function of ingredients • Formula balance • Dough temperature • Theory of fermentation and proofing <ul style="list-style-type: none"> ○ Proofing time ○ Heat and humidity • Machine selection • Principal objectives of mixing <ul style="list-style-type: none"> ○ Ingredient distribution ○ Gluten development (window test) ○ Mixing time ○ Clean-up stage • Using frozen or par-baked products |



LEARNING TASKS

3. Scale and mix basic enriched specialty doughs

4. Perform make-up of enriched specialty doughs and products

5. Finish and bake enriched specialty dough products

6. Cool, slice and package enriched specialty dough products

CONTENT

- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
 - Time
 - Machine speed
 - Testing for gluten development

- Primary fermentation
- Degassing
- Scale dough
- Bench dough (intermediate proofing)
- Mold dough
 - Hand mold
 - Use of rolling pin
 - Operate sheeters
- Making fillings for specialty sweet doughs
- Panning

- Final proofing
- Pre-bake finishes and garnishes
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

- Prepare fresh fruits for garnishing
- Glazing and finishing
- Cool products
 - Process
 - Optimal temperature
- Package product
 - Shelf life
 - Label

**Achievement Criteria**

- Performance** The individual will prepare enriched specialty fermented breads and products to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Evenness of bake
 - Production time within industry expectations



Line (GAC): **B** **FERMENTED GOODS**
Competency: **B4** **Prepare natural ferments and Artisan breads**

Objectives

To be competent in this area, the individual must be able to:

- Describe doughs and products made with natural ferments and pre-ferments.
- Describe the principles of preparing doughs with natural ferments and pre-ferments.
- Scale and mix doughs with natural ferments and pre-ferments.
- Perform make-up of basic doughs and products with natural ferments and pre-ferments.
- Finish and bake basic dough products with natural ferments and pre-ferments.
- Cool, slice and package basic dough products with natural ferments and pre-ferments.

LEARNING TASKS

1. Describe doughs and products made with natural ferments and pre-ferments

2. Describe the principles of preparing doughs with natural ferments and pre-ferments

CONTENT

- Conventional
- Delayed sponge methods and pre-ferments
 - Polish
 - Autolyse
 - Biga
- Products
 - Sourdough breads and rolls
 - Rye bread
 - Ciabatta
 - Baguette

- Function of ingredients
- Formula balance
- Starters, sponges and pre-ferments
 - Nurture to full development
 - Calculate amount required
- Dough temperature
- Mixing time



LEARNING TASKS

3. Scale and mix doughs with natural ferments and pre-ferments

4. Perform make-up of basic doughs and products with natural ferments and pre-ferments

5. Finish and bake basic dough products with natural ferments and pre-ferments

6. Cool, slice and package basic dough products with natural ferments and pre-ferments

CONTENT

- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
 - Time
 - Machine speed
 - Testing for gluten development

- Primary fermentation
- Folding and degassing
- Scale dough
- Bench dough (intermediate proofing)
- Hand mould dough
 - Basic loaf shapes
- Panning
- Retarding

- Final proofing
- Pre-bake finishes
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Steam
 - Baking times
 - Testing for doneness

- De-pan product
- Cool products
 - Process
 - Optimal temperature
- Operate slicer
- Package product
 - Shelf life
 - Label

**Achievement Criteria**

Performance	The individual will prepare basic dough products with natural ferments and pre-ferments, to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Volume• Shape• Colour• Texture, grain and crumb• Taste and aroma• Evenness of bake• Production time within industry expectations



LEARNING TASKS

3. Scale and mix specialty pie and tart doughs

4. Perform make-up of specialty pies and tarts

5. Finish and bake specialty pies and tarts

CONTENT

- Calculate and measure ingredients
- Use appropriate method
- Mix dough
- Resting

- Equipment
- Procedures
 - Pie press and sheeter
 - Use of rolling pin
- Blind baking
- Filling
- Topping and finishing

- Garnish
- Pre-bake finish
- Vent
- Temperature
- Time
- Cooling
- Finishing

Achievement Criteria

- Performance** The individual will prepare specialty pies and tarts to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Crust colour
 - Texture
 - Symmetry and shrinkage
 - Filling
 - Evenness of bake
 - Taste
 - Production time within industry expectations



LEARNING TASKS

3. Scale and mix laminated pastry doughs

4. Perform make-up of laminated pastry dough products

5. Finish and bake laminated dough products

6. Cool and package basic laminated pastry dough products

CONTENT

- Measure ingredients
- Mix dough
 - Mixing method
 - Timing of mixing
 - Roll-in shortening and folding techniques
 - Operate sheeters
 - Use of rolling pin
- Storage of prepared dough
 - For immediate use
 - Freezing for later use

- Use of rolling pin
- Operate sheeter
- Thickness
- Techniques for various products
 - Cutting
 - Fillings
 - Seal
 - Other techniques
- Store and freeze for future bake-off

- Pre-bake finishes
- Garnish
- Vent
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

- Cool products
 - Process
 - Optimal temperature
- Package product
 - Shelf life
 - Label

**Achievement Criteria**

- Performance** The individual will prepare laminated pastry products to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Colour
 - Symmetry
 - Taste
 - Texture
 - Visual appeal
 - Production time within industry expectations



LEARNING TASKS

4. Finish and bake specialty pastries

CONTENT

- Pre-bake finishes
- Garnish
- Vent
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

5. Cool and package basic specialty pastries

- Cool products
 - Process
 - Optimal temperature
- Package product
 - Shelf life
 - Label

Achievement Criteria

Performance	The individual will prepare specialty pastries to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Volume • Colour • Crust • Symmetry • Evenness of bake • Taste • Texture • Production time within industry expectations



LEARNING TASKS

3. Scale and mix cookies, squares and bars

4. Perform make-up of cookies, squares and bars

5. Finish cookies, squares and bars

6. Cool and package cookies, squares and bars

CONTENT

- Measure ingredients
- Mix dough
 - Mixing method
 - Timing of mixing
- Storage of prepared dough
 - For immediate use
 - Freezing for later use
- Using commercial mixes

- Techniques for various products
 - Use of rolling pin
 - Operate sheeter
 - Hand forming
 - Piping
 - Cutting
 - Spreading
- Store for future bake-off

- Pre-bake finishes
- Garnish
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness
- De-panning
- Finishing, glazing and coating

- Cooling
- Storing
- Package product
 - Shelf life
 - Label

**Achievement Criteria**

Performance	The individual will prepare cookies, squares and bars to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Volume/spreading• Colour• Texture• Taste• Appearance• Doneness• Finish• Accuracy of cutting• Production time within industry expectations



Line (GAC): D **CAKES AND COOKIES**

Competency: D3 **Prepare cakes**

Objectives

To be competent in this area, the individual must be able to:

- Describe cakes.
- Describe the principles of preparing cakes.
- Scale and mix cakes.
- Perform make-up of cakes.
- Finish cakes.
- Cool and store cakes.

LEARNING TASKS

1. Describe cakes

2. Describe the principles of preparing cakes

CONTENT

- Types of cakes
 - Review basic cakes
 - Straight sponge
 - Emulsified sponge
 - Angel food
 - Chiffon
 - Separated egg sponges
 - Japonais
- Characteristics of cakes
- Function of ingredients
- Formula balance
- Cleanliness of equipment
- Temperature of ingredients
- Volume of batter
- Mixing methods
 - Foaming
 - Creaming
 - One stage
 - Two stage
- Pan preparation
 - Cake tins
 - Sheet pans
 - Tube pans



LEARNING TASKS

3. Scale and mix cakes

4. Perform make-up of cakes

5. Finish cakes

6. Cool and store cakes

CONTENT

- Measure ingredients
- Mix batter
 - Mixing method
 - Timing of mixing
- Storage of prepared batter
 - For immediate use
 - Freezing for later use
- Techniques for various products
- Scaling/portioning
- Store for future bake-off
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness
- Cooling
- Storing

Achievement Criteria

- Performance** The individual will prepare cakes to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Evenness of bake
 - Production time within industry expectations



Line (GAC): **D** **CAKES AND COOKIES**
Competency: **D4** **Prepare specialty cakes and tortes**

Objectives

To be competent in this area, the individual must be able to:

- Describe fruit cakes.
- Describe the principles of preparing fruit cakes.
- Scale and mix fruit cakes.
- Perform make-up of fruit cakes.
- Finish fruit cakes.
- Cool, store and package fruit cakes.

LEARNING TASKS

1. Describe fruit cakes

2. Describe the principles of preparing fruit cakes

3. Scale and mix fruit cakes

CONTENT

- Types of fruit cakes
 - Dark
 - Light
 - Other
- Characteristics of fruit cakes
- Function of ingredients
- Formula balance
- Preparation of fruit
- Volume of batter
- Mixing methods
 - Creaming
 - One stage
- Pan preparation
- Measure ingredients
- Mix batter
 - Mixing method
 - Timing of mixing
- Storage of prepared batter
 - For immediate use
 - Freezing for later use
- Using commercial mixes



Line (GAC): **E DECORATE AND FINISH BAKED GOODS**
Competency: **E1 Prepare icings, fillings, glazes and meringues**

Objectives

To be competent in this area, the individual must be able to:

- Describe icings, fillings, glazes and meringues.
- Describe the principles of preparing icings, fillings, glazes and meringues.
- Prepare icings, fillings, glazes and meringues.
- Cool and store icings, fillings, glazes and meringues.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>1. Describe icings, fillings, glazes and meringues</p> | <ul style="list-style-type: none"> • Review basic icings, glazes and meringues • Types of icings <ul style="list-style-type: none"> ○ Ganache ○ Fudge ○ Boiled ○ Marshmallow frosting • Types of fillings and glazes <ul style="list-style-type: none"> ○ Fruit fillings ○ Gelee |
| <p>2. Describe the principles of preparing icings, fillings, glazes and meringues</p> | <ul style="list-style-type: none"> • Function of ingredients • Formula balance • Mixing methods • Cooking methods • Temperature of equipment and ingredients • Cleanliness of equipment |
| <p>3. Prepare icings, fillings, glazes and meringues</p> | <ul style="list-style-type: none"> • Measure ingredients • Prepare product <ul style="list-style-type: none"> ○ Mixing method ○ Timing of mixing ○ Cooking method • Storage of prepared products <ul style="list-style-type: none"> ○ For immediate use ○ Freezing for later use • Using commercial mixes |
| <p>4. Cool and store icings, fillings, glazes and meringues</p> | <ul style="list-style-type: none"> • Cooling • Storing |

**Achievement Criteria**

Performance	The individual will prepare icings, fillings, glazes and meringues to an industry standard for quality and production time
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Volume• Viscosity• Taste• Colour• Consistency• Texture• Stability• Production time within industry expectations



LEARNING TASKS

4. Perform finishing and decorating techniques

CONTENT

- Selecting tools
- Piping
 - Borders
 - Flowers
 - Writing
- Techniques for different products
 - Royal icing
 - Ganache
 - Meringue

Achievement Criteria

- Performance** The individual will assemble and decorate cakes and pastries to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Visual appeal
 - Taste
 - Symmetry
 - Consistency
 - Production time within industry expectations



Line (GAC): E DECORATE AND FINISH BAKED GOODS
Competency: E3 Prepare decorative pastes and garnishes

Objectives

To be competent in this area, the individual must be able to:

- Describe decorative pastes and garnishes.
- Describe the principles of preparing decorative pastes and garnishes.
- Prepare decorative pastes and garnishes.
- Cool and store decorative pastes and garnishes.

LEARNING TASKS

1. Describe decorative pastes and garnishes

2. Describe the principles of preparing decorative pastes and garnishes

3. Prepare decorative pastes and garnishes

4. Cool and store decorative pastes and garnishes

CONTENT

- Types of decorative pastes
 - Marzipan
 - Modelling chocolate
 - Rolled fondant
- Types of garnishes
 - Basic techniques for shaping and moulding
- Function of ingredients
- Formula balance
- Mixing methods
- Cooking methods
- Temperature of equipment and ingredients
- Cleanliness of equipment
- Measure ingredients
- Prepare product
 - Mixing method
 - Timing of mixing
 - Cooking method
- Pinning
- Cutting
- Moulding
- Storage of prepared products
- Using commercial products
- Cooling
- Storing



Achievement Criteria

- Performance** The individual will prepare decorative pastes and garnishes to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Visual appeal
 - Texture
 - Taste
 - Production time within industry expectations



Line (GAC): E DECORATE AND FINISH BAKED GOODS
Competency: E4 Assemble and decorate tiered and wedding cakes

Objectives

To be competent in this area, the individual must be able to:

- Describe tiered and wedding cakes.
- Describe the principles of assembling and decorating tiered and wedding cakes.
- Assemble and decorate basic tiered and wedding cakes.

LEARNING TASKS

1. Describe tiered and wedding cakes

- 2.. Describe the principles of assembling and decorating tiered and wedding cakes

CONTENT

- Types
- Customer preferences and requests
- Finished product
 - Decorations
 - Traditional
 - Contemporary
 - Themes
- Architecture
 - Balance
 - Weight distribution
 - Symmetry
- Structural components
 - Pillars
 - Dowels
 - Stands
- Visual appeal
 - Colour combination
 - Shapes
 - Textures
- Taste
 - Flavour combinations
 - Harmony
 - Contrast
- Cutting
 - Procedure
 - Servings



LEARNING TASKS

- 3. Assemble and decorate basic tiered and wedding cakes

CONTENT

- Planning
 - Tiered blank (dummy) cake
 - Types
- Masking
- Finishing
- Techniques for different products
 - Royal icing
 - Buttercream

Achievement Criteria

- Performance** The individual will assemble and decorate basic tiered and wedding cakes to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Neatness
 - Symmetry
 - Quality of decoration
 - Creativity and originality
 - Visual appeal
 - Production time within industry expectations



Line (GAC): F **DESSERTS**
Competency: F1 **Prepare custards and mousses**

Objectives

To be competent in this area, the individual must be able to:

- Describe custards and mousses.
- Describe the principles of preparing custards and mousses.
- Prepare custards and mousses.
- Cool and store custards and mousses.

LEARNING TASKS

1. Describe custards and mousses

2. Describe the principles of preparing custards and mousses

3. Prepare custards and mousses

CONTENT

- Types of custards and mousses
 - Review basic types
 - Chocolate mousse
 - Fruit mousse
 - Panna cotta
 - Bavarian cream
 - Lemon curd
- Function of ingredients
 - Function
 - Setting/gelling
 - Use of gelatine
- Formula balance
- Flavouring
- Mixing methods
- Cooking
- Baking
 - Temperatures
 - Water bath
- Freezing and defrosting
- Unmoulding

- Measure ingredients
- Prepare product
 - Mixing method
 - Timing of mixing
 - Cooking or baking method
- Storage of prepared products
- Using commercial mixes/products



LEARNING TASKS

4. Cool and store custards and mousses

CONTENT

- Cooling
- Storing
- Slicing and portioning
- Freezing and unmoulding

Achievement Criteria

- Performance** The individual will prepare custards and mousses to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Colour
 - Texture
 - Taste
 - Doneness
 - Production time within industry expectations



Line (GAC): F **DESSERTS**
Competency: F2 **Prepare plated desserts**

Objectives

To be competent in this area, the individual must be able to:

- Describe basic hot plated desserts.
- Describe the principles of preparing basic hot plated desserts.
- Prepare basic hot plated desserts.

LEARNING TASKS

1. Describe basic hot plated desserts

2. Describe the principles of preparing basic hot plated desserts

3. Prepare basic hot plated desserts

CONTENT

- Types of basic hot plated desserts
 - Tatins
 - Clafoutis
 - Flambé and other hot fruit desserts

- Function of ingredients
- Formula balance
- Mixing methods
- Cooking methods
- Selection of ingredients
- Using frozen, canned, dried, and fresh fruits

- Measure ingredients
- Prepare ingredients
- Prepare product
 - Mixing method
 - Cooking or baking method
 - Oven temperature
 - Testing for doneness
- Finishing and serving

Achievement Criteria

- Performance** The individual will prepare basic hot plated desserts to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Colour
 - Texture
 - Taste
 - Doneness
 - Production time within industry expectations



Line (GAC): F **DESSERTS**
Competency: F3 **Prepare ice creams and frozen desserts**

Objectives

To be competent in this area, the individual must be able to:

- Describe ice creams and sorbets.
- Describe the principles of preparing ice creams and sorbets.
- Prepare ice creams and sorbets.
- Freeze and store ice creams and sorbets.

LEARNING TASKS

1. Describe ice creams and sorbets

2. Describe the principles of preparing ice creams and sorbets

3. Prepare ice creams and sorbets

CONTENT

- Types of ice creams and sorbets
 - Ice cream
 - Gelato
 - Sorbet
 - Sherbet
 - Granite/Granita
- Function of ingredients
- Formula balance
 - Fat content
 - Sugar density
 - Stabilizers
- Preparation methods
- Cooking
- Freezing methods
 - Machine
 - Traditional
- Over run

- Measure ingredients
- Prepare product
 - Mixing method
 - Timing of mixing
 - Cooking method
 - Temperature
- Cooling of base
- Maturing
- Using commercial mixes



LEARNING TASKS

4. Freeze and store ice creams and sorbets

CONTENT

- Freezing of base
- Storing
- Tempering

Achievement Criteria

- Performance** The individual will prepare ice creams and sorbets to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Taste
 - Colour
 - Consistency
 - Texture
 - Production time within industry expectations

**Achievement Criteria**

Performance	The individual will apply basic dessert presentation techniques to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Colour• Appearance• Portion size• Neatness• Temperature• Production time within industry expectations



Line (GAC): G CHOCOLATE AND CONFECTIONERY

Competency: G2 Prepare chocolate products and garnishes

Objectives

To be competent in this area, the individual must be able to:

- Describe basic chocolate processing techniques.
- Prepare basic chocolate products and garnishes.

LEARNING TASKS

1. Describe basic chocolate processing techniques
2. Prepare basic chocolate products and garnishes

CONTENT

- Tools and equipment
- Melting and tempering
 - Melting points
 - Tempering techniques
 - Crystallization stages
 - Maintaining temperature
- Preparing ganache
 - Methods
 - Ratios
 - Additions and flavourings
- Selection of ingredients
- Selection of equipment
- Melt and crystallize product
- Prepare basic products and garnishes
 - Ganache
 - Piped garnishes
 - Medallions
 - Curls, cigarettes, fans
- Cooling
- Finishing and storing

Achievement Criteria

- | | |
|-------------|---|
| Performance | The individual will prepare basic chocolate products and garnishes to an industry standard for quality and production time. |
| Conditions | The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training. |
| Criteria | The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> • Correct tempering • Neatness • Portion control • Visual appeal • Texture • Taste • Production time within industry expectations |

**Achievement Criteria**

- Performance** The individual will prepare basic confectionery products and garnishes to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Neatness
 - Portion control
 - Visual appeal
 - Texture
 - Taste
 - Production time within industry expectations



Level 3

Baker



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A1** **Demonstrate workplace safety procedures**

Objectives

To be competent in this area, the individual must be able to:

- Access and interpret safety and emergency procedures.
- Apply personal safety practices.
- Apply workplace safety procedures.
- Identify supervisor’s responsibilities for safety in the workplace.

LEARNING TASKS

1. Access and interpret safety and emergency procedures
2. Apply personal safety practices
3. Apply workplace safety procedures

CONTENT

- Review basic safety procedures
- Review site specific emergency procedures
- Personal protective equipment
 - Clothing
 - Footwear
 - Hand protection
 - Eye protection
- Safety practices for the bake shop
 - Lock-out procedures
 - Work safely
 - Equipment
 - Sharp utensils
 - Hot pans
 - Keep floors safe
 - Store supplies safely
 - Dispose of refuse properly
 - Proper lifting practices
- Equipment safety
 - Ventilation systems
 - Emergency shutdown systems
 - Guards and barriers
- Shop procedures
- Emergency phone numbers
- Fire and evacuation procedures
- First aid procedures
- Utility shut off procedures



LEARNING TASKS

4. Identify supervisor’s responsibilities for safety in the workplace

CONTENT

- Review WorkSafeBC supervisor and employer responsibilities
- Monitor safety of team members
- Joint Occupational Health and Safety Committee role
- Available training
 - Supervising for Safety
- Reporting procedures

Achievement Criteria

- Performance** The individual will apply safety standards as required to industry and regulatory standards.
- Conditions** The individual will be given access to a work station and appropriate Personal Protective Equipment (PPE).
The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Correct PPE
 - Follows safe work practices
 - Correct footwear and uniform
 - Correct handling of hazardous materials
 - Cleans up spills
 - Handles hot pans appropriately
 - Carries and stores knives and tools appropriately



LEARNING TASKS

4. Describe effective problem-solving and decision-making

CONTENT

- Types of decision-makers
- Method
 - Identify the problem
 - Search for alternatives
 - Weigh the alternatives
 - Make a choice
 - Implement the decision
 - Evaluate the outcome
- Creative and critical thinking

Achievement Criteria

- Performance** The individual will demonstrate effective interpersonal skills.
- Conditions** The individual will be given guidelines for interpersonal communication in the bake shop. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Communicates effectively with others
 - Uses appropriate language and tone of voice
 - Maintains composure
 - Demonstrates respect for others
 - Follows policies and procedures



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A4** **Use and maintain baking tools and equipment**

Objectives

To be competent in this area, the individual must be able to:

- Identify specialty baking tools and equipment.
- Demonstrate the efficient use of tools and equipment.
- Select and use bakery tools and equipment.
- Adapt production to accommodate available tools and equipment.

LEARNING TASKS

CONTENT

<p>1 Identify specialty baking tools and equipment</p>	<ul style="list-style-type: none"> • Specialty hand tools • Specialty equipment • Specific cleaning and maintenance requirements
<p>2. Demonstrate the efficient use of tools and equipment</p>	<ul style="list-style-type: none"> • Proper technique • Correct body position • Increasing production speed with consistent results
<p>3. Select and use bakery tools and equipment</p>	<ul style="list-style-type: none"> • Selection • Matching tool or equipment to task • Cleaning and storage • Communicating any concerns
<p>4. Adapt production to accommodate available tools and equipment</p>	<ul style="list-style-type: none"> • Adapting to available equipment • Consistent results • Intended outcome • Safety procedures followed • No damage to tools or equipment



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A5** **Use product and nutritional information**

Objectives

To be competent in this area, the individual must be able to:

- Calculate the nutritional properties of baking ingredients and finished products.
- Identify nutritional requirements and regulations in the bake shop.

LEARNING TASKS

1. Calculate the nutritional properties of baking ingredients and finished products

2. Identify nutritional requirements and regulations in the bake shop

CONTENT

- Product information
- Supplier data
- Labels
- Nutritional databases

- Trans fats
 - Regulations
 - Requirements
- Sodium
 - Regulations
 - Requirements
- Allergens
 - Regulations
 - Requirements
- Labelling claims
 - Low fat
 - Fat free
 - Organic
 - Natural
- Compliance and enforcement
- Penalties
- Formulating for nutritional requirements
- How to calculate data for nutritional labels



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A6** **Apply baking science and trade calculations**

Objectives

To be competent in this area, the individual must be able to:

- Describe advanced scientific principles used in baking.
- Describe the function of specialty ingredients in baking.
- Apply mathematical principles in the baking industry.
- Create, modify and adjust formulas and recipes.
- Develop, use and follow formulas and recipes.
- Identify and evaluate faults in baking.

LEARNING TASKS

1. Describe advanced scientific principles used in baking

2. Describe the function of ingredients in baking

3. Apply mathematical principles in the baking industry

CONTENT

- Review of basic principles
- Gelatinization
- Hydrocolloids
- Crystallization
- Spherification
- Molecular gastronomy
- Low temperature cooking and sous-vide

- Leaveners
- Salt
- Sweeteners
- Enzymes
- Flours
- Eggs and substitutes
- Dairy products and substitutes
- Fats
- Thickeners
- Water
- Nuts and seeds
- Whole grains
- Fresh and dried fruit and vegetables
- Meat products

- Creating formulas using Baker’s percentage
- Specific gravity calculations
- Determining product requirements based on purchase orders and customer requirements



LEARNING TASKS

4. Apply ordering and purchasing procedures

CONTENT

- Determine quantities
 - Par levels
 - Order cycles
 - Availability
- Determine purchase factors
 - Cost of ingredients
 - Quantity of ingredients
 - Quality of ingredients
- Follow ordering procedures
 - Order sheets
 - Purchase orders
 - Standing orders

Achievement Criteria

- Performance** The individual will conduct and extend an inventory to an industry standard for accuracy.
- Conditions** The individual will be given appropriate tools, equipment and access to a bake shop and storeroom.
The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Accurate count
 - Accurate value
 - Correct categories



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A9** **Apply cost control procedures**

Objectives

To be competent in this area, the individual must be able to:

- Describe the principles of costing in the bake shop.
- Price bakery products.
- Calculate labour costs.

LEARNING TASKS

1. Describe the principles of costing in the bake shop

2. Price bakery products

3. Calculate labour costs

CONTENT

- Costing elements
 - Ingredients
 - Labour
 - Packing
 - Overhead
 - Profit
- Formulas for costing product
- Pricing pre-purchased product (markup)

- Apply costing principles
- Accurate sale price
- Determine profit

- Productivity
- Net work hours
- Scheduling
- Leveraging employee strengths



Line (GAC): **B** **FERMENTED GOODS**
Competency: **B3** **Prepare specialty doughs and products**

Objectives

To be competent in this area, the individual must be able to:

- Describe advanced specialty doughs and products.
- Describe the principles of preparing advanced specialty doughs.
- Scale and mix basic advanced specialty doughs.
- Perform make-up of advanced specialty doughs and products.
- Finish and bake advanced specialty dough products.
- Cool and package advanced specialty dough products.

LEARNING TASKS

1. Describe advanced specialty doughs and products

2. Describe the principles of preparing advanced specialty doughs

CONTENT

- Advanced doughs
 - Stollen
 - Panettone
 - Gugelhopf
 - Pumpernickel
 - Sprouted grain breads
 - Other advanced sweet doughs
- Doughs for special diets
 - Gluten free
 - Low sodium
- Dough for showpieces (dead dough)

- Function of ingredients
- Formula balance
- Dough temperature
- Theory of fermentation and proofing
 - Proofing time
 - Heat and humidity
- Machine selection
- Principal objectives of mixing
 - Ingredient distribution
 - Gluten development (window test)
 - Mixing time
 - Clean-up stage
- Using frozen or par-baked products



LEARNING TASKS

3. Scale and mix basic advanced specialty doughs

4. Perform make-up of advanced specialty doughs and products

5. Finish and bake advanced specialty dough products

6. Cool and package advanced specialty dough products

CONTENT

- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
 - Time
 - Machine speed
 - Testing for gluten development

- Primary fermentation
- Degassing
- Scale dough
- Bench dough (intermediate proofing)
- Mold dough
 - Hand mold
 - Use of rolling pin
 - Operate sheeters
- Making fillings for specialty sweet doughs
- Panning

- Final proofing
- Pre-bake finishes and garnishes
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

- Prepare fresh fruits for garnishing
- Glazing and finishing
- Cool products
 - Process
 - Optimal temperature
- Package product
 - Shelf life
 - Label

**Achievement Criteria**

- Performance** The individual will prepare specialty fermented breads and products to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Evenness of bake
 - Production time within industry expectations



Line (GAC): **B** **FERMENTED GOODS**
Competency: **B4** **Prepare natural ferments and Artisan breads**

Objectives

To be competent in this area, the individual must be able to:

- Describe doughs and products made with natural ferments and pre-ferments.
- Describe the principles of preparing doughs with natural ferments and pre-ferments.
- Scale and mix doughs with natural ferments and pre-ferments.
- Perform make-up of doughs and products with natural ferments and pre-ferments.
- Finish and bake products with natural ferments and pre-ferments.
- Cool, slice and package products with natural ferments and pre-ferments.

LEARNING TASKS

1. Describe doughs and products made with natural ferments and pre-ferments

2. Describe the principles of preparing doughs with natural ferments and pre-ferments

3. Scale and mix doughs with natural ferments and pre-ferments

CONTENT

- Sourdoughs and Levain
- Delayed sponge methods and pre-ferments
- Products
 - Sourdough breads and rolls
 - Braided
 - Other variety breads

- Function of ingredients
- Formula balance
- Starters, sponges and pre-ferments
 - Nurture to full development
 - Calculate amount required
- Dough temperature
- Mixing time

- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
 - Time
 - Machine speed
 - Testing for gluten development



LEARNING TASKS

4. Perform make-up of doughs and products with natural ferments and pre-ferments

5. Finish and bake products with natural ferments and pre-ferments

6. Cool, slice and package products with natural ferments and pre-ferments

CONTENT

- Primary fermentation
- Folding and degassing
- Scale dough
- Bench dough (intermediate proofing)
- Hand mould dough
 - Braiding
 - Specialty designs
 - Advanced scoring and shaping
- Panning
- Retarding

- Final proofing
- Pre-bake finishes
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Steam
 - Baking times
 - Testing for doneness
- De-pan product
- Cool products
 - Process
 - Optimal temperature
- Operate slicer
- Package product
 - Shelf life
 - Label

Achievement Criteria

- Performance** The individual will prepare products with natural ferments and pre-ferments to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Evenness of bake
 - Production time within industry expectations



LEARNING TASKS

4. Finish and bake specialty pastries

CONTENT

- Pre-bake finishes
- Garnish
- Vent
- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness

5. Cool and package basic specialty pastries

- Cool products
 - Process
 - Optimal temperature
- Package product
 - Shelf life
 - Label

Achievement Criteria

Performance	The individual will prepare specialty pastries to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Volume • Colour • Crust • Symmetry • Evenness of bake • Taste • Texture • Production time within industry expectations



Line (GAC): D **CAKES AND COOKIES**
Competency: D4 **Prepare specialty cakes and tortes**

Objectives

To be competent in this area, the individual must be able to:

- Describe specialty cakes.
- Describe the principles of preparing specialty cakes.
- Scale and mix specialty cakes.
- Perform make-up of specialty cakes.
- Finish specialty cakes.
- Cool, store and package specialty cakes.

LEARNING TASKS

1. Describe specialty cakes

2. Describe the principles of preparing specialty cakes

3. Scale and mix specialty cakes

CONTENT

- Types of specialty cakes
 - Sacher
 - Flourless
 - Other
- Characteristics of specialty cakes

- Function of ingredients
- Formula balance
- Temperature of ingredients
- Volume of batter
- Mixing methods
 - Creaming
 - One stage
- Layering
- Pan preparation

- Measure ingredients
- Mix batter
 - Mixing method
 - Timing of mixing
- Storage of prepared batter
 - For immediate use
 - Freezing for later use
- Using commercial mixes



LEARNING TASKS

4. Perform make-up of specialty cakes

5. Finish specialty cakes

6. Cool, store and package specialty cakes

CONTENT

- Techniques for various products
- Scaling/portioning
- Store for future bake-off

- Bake products
 - Select oven
 - Oven controls
 - Setting temperatures
 - Baking times
 - Testing for doneness
- Finishing and glazing

- Cooling
- Storing
- Package product
 - Shelf life
 - Label

Achievement Criteria

Performance The individual will prepare specialty cakes to an industry standard for quality and production time.

Conditions The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.

Criteria The individual will be evaluated on a grading sheet which reflects:

- Volume
- Colour
- Appearance
- Texture
- Taste
- Shrinkage
- Evenness
- Doneness
- Production time within industry expectations



Line (GAC): E DECORATE AND FINISH BAKED GOODS
Competency: E1 Prepare icings, fillings, glazes and meringues

Objectives

To be competent in this area, the individual must be able to:

- Describe specialty icings, fillings, glazes and meringues.
- Describe the principles of preparing specialty icings, fillings, glazes and meringues.
- Prepare specialty icings, fillings, glazes and meringues.
- Cool and store specialty icings, fillings, glazes and meringues.

LEARNING TASKS

1. Describe specialty icings, fillings, glazes and meringues
2. Describe the principles of preparing specialty icings, fillings, glazes and meringues
3. Prepare specialty icings, fillings, glazes and meringues
4. Cool and store specialty icings, fillings, glazes and meringues

CONTENT

- Review icings, glazes and meringues
- Types of icings, fillings and glazes
 - Mirroir
- Function of ingredients
- Formula balance
- Mixing methods
- Cooking methods
- Temperature of equipment and ingredients
- Cleanliness of equipment
- Measure ingredients
- Prepare product
 - Mixing method
 - Timing of mixing
 - Cooking method
- Storage of prepared products
 - For immediate use
 - Freezing for later use
- Using commercial mixes
- Cooling
- Storing

**Achievement Criteria**

Performance	The individual will prepare specialty icings, fillings, glazes and meringues to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Volume• Viscosity• Taste• Colour• Consistency• Texture• Stability• Production time within industry expectations



Line (GAC): **E DECORATE AND FINISH BAKED GOODS**
Competency: **E2 Assemble and decorate cakes and pastries**

Objectives

To be competent in this area, the individual must be able to:

- Perform cutting techniques.
- Perform filling procedures.
- Perform coating techniques.
- Perform finishing and decorating techniques.

LEARNING TASKS

1. Perform cutting techniques

2. Perform filling procedures

3. Perform coating techniques

CONTENT

- Cutting tools
- Cutting methods
- Techniques for different products
 - Various slices
 - Various petit fours sec and glace
- Selecting tools
- Select method
 - Piping
 - Spreading
 - Pouring
- Techniques for different products

- Selecting tools
- Select method
- Techniques for different products
 - Rolled fondant
 - Ganache
 - Fondant dipped
 - Chocolate dipped
 - Glacage



LEARNING TASKS

4. Perform finishing and decorating techniques

CONTENT

- Selecting tools
- Piping
 - Borders
 - Flowers
 - Writing
- Techniques for different products
 - Royal icing
 - Ganache
 - Meringue
 - Mirroir
 - Garnishes
- Finishes
 - Imprints
 - Stencils
 - Transfer sheets
 - Spraying/airbrush
 - Flooding

Achievement Criteria

- | | |
|-------------|---|
| Performance | The individual will assemble and decorate specialty cakes, pastries, and petit fours to an industry standard for quality and production time. |
| Conditions | The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training. |
| Criteria | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Volume • Consistency and application of glazes • Taste • Colour • Consistency <ul style="list-style-type: none"> ○ Size ○ Proportion • Texture • Stability • Design • Visual appeal • Production time within industry expectations |



LEARNING TASKS

3. Prepare decorative pastes and garnishes

CONTENT

- Measure ingredients
- Prepare product
 - Mixing method
 - Timing of mixing
 - Cooking method
- Pinning
- Cutting
- Moulding
- Storage of prepared products
- Using commercial products

4. Cool and store decorative pastes and garnishes

- Cooling
- Storing

Achievement Criteria

Performance The individual will prepare decorative pastes and garnishes to an industry standard for quality and production time.

Conditions The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.

Criteria The individual will be evaluated on a grading sheet which reflects:

- Visual appeal
- Texture
- Taste
- Production time within industry expectations



Line (GAC): **E DECORATE AND FINISH BAKED GOODS**
Competency: **E4 Assemble and decorate tiered and wedding cakes**

Objectives

To be competent in this area, the individual must be able to:

- Describe tiered and wedding cakes.
- Describe the principles of assembling and decorating tiered and wedding cakes.
- Assemble and decorate basic tiered and wedding cakes.

LEARNING TASKS

1. Describe tiered and wedding cakes

- 2.. Describe the principles of assembling and decorating tiered and wedding cakes

3. Assemble and decorate tiered and wedding cakes

CONTENT

- Review types
- Review finished product
 - Decorations
 - Traditional
 - Contemporary
 - Themes
- Architecture
 - Balance
 - Weight distribution
 - Symmetry
- Visual appeal
 - Colour combination
 - Shapes
 - Textures
- Taste
 - Flavour combinations
 - Harmony
 - Contrast

- Planning
 - Single layer real cake
 - Use of inserts in dummy cakes
- Cutting
- Filling
- Masking
- Finishing
- Techniques for different products
 - Rolled fondant
 - Royal icing
 - Marzipan

**Achievement Criteria**

Performance	The individual will assemble and decorate tiered and wedding cakes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Neatness• Symmetry• Quality of decoration• Creativity and originality• Visual appeal• Taste• Production time within industry expectations



Line (GAC): F **DESSERTS**
Competency: F1 **Prepare custards and mousses**

Objectives

To be competent in this area, the individual must be able to:

- Describe custards and mousses.
- Describe the principles of preparing custards and mousses.
- Prepare custards and mousses.
- Cool and store custards and mousses.

LEARNING TASKS

1. Describe custards and mousses

2. Describe the principles of preparing custards and mousses

3. Prepare custards and mousses

4. Cool and store custards and mousses

CONTENT

- Types of custards and mousses
 - Sabayon
 - Pate a Bombe
 - Marquis
 - Cremeux
 - Aspuma
- Function of ingredients
 - Function
 - Setting/gelling
- Formula balance
- Mixing methods
- Cooking
- Baking
 - Temperatures
 - Water bath
- Advanced aeration techniques
 - Canisters and cartridges
- Measure ingredients
- Prepare product
 - Mixing method
 - Timing of mixing
 - Cooking or baking method
- Storage of prepared products
- Freezing and thawing
- Unmoulding

- Cooling
- Storing

**Achievement Criteria**

Performance	The individual will prepare custards and mousses to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Volume• Colour• Texture• Taste• Doneness• Production time within industry expectations



Line (GAC): F **DESSERTS**
Competency: F2 **Prepare plated desserts**

Objectives

To be competent in this area, the individual must be able to:

- Describe specialty hot plated desserts.
- Describe the principles of preparing specialty hot plated desserts.
- Prepare specialty hot plated desserts.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>1. Describe specialty hot plated desserts</p> | <ul style="list-style-type: none"> • Types of specialty hot plated desserts <ul style="list-style-type: none"> ○ Souffles ○ Crepes ○ Composed desserts |
| <p>2. Describe the principles of preparing specialty hot plated desserts</p> | <ul style="list-style-type: none"> • Function of ingredients • Formula balance • Mixing methods • Cooking methods • Selection of ingredients • Temperature of equipment and ingredients • Cleanliness of equipment |
| <p>3. Prepare specialty hot plated desserts</p> | <ul style="list-style-type: none"> • Measure ingredients • Prepare ingredients • Prepare product <ul style="list-style-type: none"> ○ Mixing method ○ Cooking or baking method ○ Oven temperature ○ Testing for doneness • Finishing and serving • Timing of service |

**Achievement Criteria**

Performance	The individual will prepare specialty hot plated desserts to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Colour• Texture• Taste• Doneness• Production time within industry expectations



Line (GAC): **F** **DESSERTS**
Competency: **F3** **Prepare ice creams and frozen desserts**

Objectives

To be competent in this area, the individual must be able to:

- Describe parfaits and frozen desserts.
- Describe the principles of preparing parfaits and frozen desserts.
- Prepare parfaits and frozen desserts.
- Freeze and store parfaits and frozen desserts.

LEARNING TASKS

1. Describe parfaits and frozen desserts

2. Describe the principles of preparing parfaits and frozen desserts

3. Prepare parfaits and frozen desserts

CONTENT

- Types of parfaits and frozen desserts
 - Sundaes/coupes
 - Bombes
 - Baked Alaska
 - Granites
 - Frozen souffles
 - Frozen sabayon
- Function of ingredients
- Formula balance
- Preparation methods
- Layering
- Colour and texture
- Cooking
- Freezing
 - Machine
 - Traditional
 - Liquid nitrogen
- Over run

- Measure ingredients
- Prepare product
 - Mixing method
 - Timing of mixing
 - Cooking or baking method
- Cooling of base
- Freezing of bases
- Assembly of layers



LEARNING TASKS

4. Freeze and store parfaits and frozen desserts

CONTENT

- Freezing of final product
- Assembly of layers
- Storing
- Tempering

Achievement Criteria

- Performance** The individual will prepare parfaits and frozen desserts to an industry standard for quality and production time.
- Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Taste
 - Colour
 - Consistency
 - Texture
 - Visual appeal
 - Symmetry
 - Production time within industry expectations



Line (GAC): F **DESSERTS**
Competency: F4 **Apply dessert presentation techniques**

Objectives

To be competent in this area, the individual must be able to:

- Describe the basic principles of plate presentation.
- Apply basic dessert presentation techniques.

LEARNING TASKS

1. Describe the principles of plate presentation

CONTENT

- Components
 - Handling components with different serving temperatures
- Design
- Balance
 - Colour
 - Flavour
 - Texture
 - Symmetry
- Portion size
- Garnishes
 - Chocolate
 - Glazed and candied fruit
 - Coulis and other sauces
 - Tuiles and other cookies
 - Creams
 - Sugar
- Make up
 - Plate design
 - Order of assembly
 - Finishing
 - Holding for service
 - A la minute timing
 - Service speed
- Select components
- Select accompaniments and garnishes
- Portion desserts
- Garnish appropriately
- Serve at correct temperature

2. Apply dessert presentation techniques

**Achievement Criteria**

Performance	The individual will apply dessert presentation techniques to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Colour• Appearance• Portion size• Neatness• Temperature• Production time within industry expectations



Line (GAC): G CHOCOLATE AND CONFECTIONERY

Competency: G2 Prepare chocolate products and garnishes

Objectives

To be competent in this area, the individual must be able to:

- Describe chocolate processing techniques.
- Prepare chocolate products and garnishes.

LEARNING TASKS

1. Describe chocolate processing techniques

2. Prepare chocolate products and garnishes

CONTENT

- Tools and equipment
- Review melting and tempering
 - Melting points
 - Tempering techniques
 - Crystallization stages
 - Maintaining temperature
- Dipping procedures
 - Preparation of goods to be dipped
- Moulding
 - Preparation
 - Procedures
- Assembling
 - Specialty pieces
 - Truffles
 - Simple chocolates
- Using chocolate for writing
- Finishing techniques
 - Textures
 - Flocking
 - Colouring
- Selection of ingredients
- Selection of equipment
- Melt and crystallize product
- Prepare chocolate products and garnishes
 - Moulded chocolates
 - Truffles
 - Plaques
 - Small showpieces
- Cooling
- Finishing and storing

**Achievement Criteria**

Performance	The individual will prepare basic chocolate products and garnishes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none">• Correct tempering• Neatness• Portion control• Visual appeal• Texture• Taste• Production time within industry expectations



Line (GAC): **G** **CHOCOLATE AND CONFECTIONERY**
Competency: **G3** **Prepare confectionery products and garnishes**

Objectives

To be competent in this area, the individual must be able to:

- Describe basic confectionery products and garnishes.
- Prepare basic confectionery products and garnishes.

LEARNING TASKS

1. Describe confectionery products and garnishes

CONTENT

- Types
 - Candying
 - Peel
 - Fudge
 - Pate de fruits
 - Marshmallows
 - Methods
 - Basic pulling
 - Decoration moulding
 - Blowing
 - Process
 - Temperature stages
 - Safety
 - Tools and equipment
-
- Selection of ingredients
 - Selection of equipment
 - Boil to correct stage
 - Prepare basic products and garnishes
 - Caramels and candies
 - Candied peel
 - Fudge
 - Pate de fruits
 - Marshmallows
 - Pulled and blown sugar
 - Cooling
 - Finishing and storing

2. Prepare confectionery products and garnishes

**Achievement Criteria**

- Performance The individual will prepare confectionery products and garnishes to an industry standard for quality and production time.
- Conditions The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Neatness
 - Portion control
 - Visual appeal
 - Texture
 - Taste
 - Production time within industry expectations



Section 4

TRAINING PROVIDER STANDARDS



Facility Requirements

Classroom Area

- Desks and chairs for a class of apprentices
- Screen and projector
- High speed internet access

Shop Area

- 200 m² kitchen with tile floor

Lab Requirements

- H/VAC System
- Dry storage rooms
- Janitorial room
- Access to retail sales area
- Walk-in fridge
- Walk-in freezer
- Stand alone fridge
- Stand alone freezer
- Sanitizing sink
- Hand sinks
- Instructor demo table with mirror
- Work stations
- Electrical outlets (Multi)
- Work benches (Wood and SS)
- Ingredient shelves/cabinets
- Ingredient bins
- SS racks for tools and pans
- Pan racks
- Plastic proofing jackets
- Bread racks
- Oven rack

Student Facilities

- Student change rooms
- Washrooms
- Lockers



Instructor's Office Space

- Office furniture and electronics
- Computer and monitor, printer
- File cabinet, shelving, desk and drawers
- Camera

Other

- Personal Protection Equipment
- Goggles
- First aid and safety equipment
- Fire suppression equipment



Tools and Equipment

Shop Equipment

Required

- Spiral bread mixer 50 L
- 60 L mixer
- 20 L vertical mixers
- Grater attachment
- 10 L mixers
- Bench mixers
- Deck oven with steam, peel, brush
- Convection oven, stacking
- Stove (Four burner) with oven
- Sheeter reversible
- Sheeter/moulder
- Bun divider/rounder
- Air brush
- Air gun
- Compressor
- Bread slicer
- Label printer
- Doughnut fryer
- Robot coupe
- Digital scales
- Balance scales
- Overwrapper
- Tart press
- Microwave

Recommended

- Combi oven
- Steam kettle



Shop (Facility) Tools

Standard Tools

- Turntables
- Dry transit cabinets
- Scales
- Maple cutting boards
- Muffin pans 2 dozen
- Muffin pans 1 dozen
- Silpats
- Bar mixer
- Waffle iron
- Rolling pins
- Pie pins
- Stainless steel bowls
- Stainless steel pots – various sizes
- Copper pots
- Seives
- China caps
- Measuring cups
- Strainers
- Plastic storage containers 6 L
- Plastic storage containers 4 L
- Steel bun pans 16 x 24
- 1/2 sheet aluminium pans
- Flan shells
- Tart shells
- Donut screens
- 6 in. cake pans or 7in. or 8 in. (to be determined)
- 6 in. cake rings s.s. or 7 in. or 8in. (to be determined)
- Full slab cake frames
- 1/2 slab cake frames
- 1/4 slab cake frames
- Four strap bread pans
- Pullman loaf pans
- Marble slabs
- Ramekins

**Specialty Tools**

- Chocolate warmers
- Chocolate moulds
- Sugar lamps and equipment
- Metal rod sets for caramel
- Chocolate shaver
- Japonais mats
- Textured mats for decorative sponge
- Decorative sponge comb
- Petit four shell sets
- Cutter sets – round, crinkle, star, half moon, square, clove
- Flexipan dessert moulds – heart, oval hexagon, tower, etc.

Student Tools (supplied by student)**Required**

- Hat and hair nets
- Calculator
- Disposable plastic piping bags, small and medium
- The Professional Bakers' Manual or appropriate program materials
- Three-ring binder, containing lined paper pad for notes
- Plastic page holders (optional)
- Tool box/lock
- Combination or key lock for locker
- Bench scraper
- Ruler (centimetres and inches)
- One to two pairs of scissors, small and medium or large
- One to two wooden spoons or rubber spatulas, medium and large (preferably heat resistant)
- Dough thermometer (digital)
- 10 in. French knife
- 12 in. - 14 in. serrated knife
- 8 in. straight spatula
- 4 in. paring knife
- Pastry or pizza wheel
- Hand wire whisk (balloon)
- 8 in.- 10in. offset spatula
- 4 in. -6 in. offset spatula
- 4 in. - 6 in. straight spatula
- 1 1/2 in. diameter rose nail
- Decorating comb, plastic or aluminium
- Two or three piping bags, small to large
- Two or three decorating bags (smaller sizes #12 - #16 Ateco)



- Piping tips as follows: (large tips)
 - Round (#4, #6, #8); Star (#4, #6, #8); and
- Decorating tips as follows: (small tips)
 - Star (#30); Round (#3, #7, #10); Star (#24, #30); Basket weave (#48); Lily of the valley (#79); rose tips (#102, #104)
- Three Dipping forks (1 x 2-prong, 1 x 3-prong and 1 x circle)

Recommended

- Full set of decorating tips (27 tips in one box)



Reference Materials

Required Reference Materials

- Professional Bakers' Manual (George Rudolph, Ken Sohm et al 2001)
Crown Publication Services (BC) Product #7960003524 (print) #7630000027 (digital)
- Professional Baking (Wayne Gisslen)
John Wiley & Sons ISBN : 978-1-118-08374-1
- How Baking Works (Paula Figoni)
John Wiley & Sons ISBN : 978-0-470-39267-6

Recommended Resources

- go2hr www.go2hr.ca
- Industry Training Authority www.itabc.ca
- Inter-Provincial Red Seal Program www.red-seal.ca
- Baking Association of Canada www.baking.ca

Suggested Texts

- On Baking (Sarah R. Labensky, Eddy van Damme, Priscilla Martel)
Pearson Canada ISBN-10: 0131579231
- Professional Cake Decorating, 2nd Edition (Toba M. Garrett)
John Wiley & Sons ISBN: 978-0-470-38009-3
- Bread Bakers Apprentice (Peter Reinhart)
Ten Speed Press ISBN: 978-1580082686
- Bread: A Baker's Book of Techniques and Recipes (Jeffrey Hamelman)
John Wiley & Sons ISBN : 978-1-118-13271-5
- The Professional Pastry Chef: Fundamentals of Baking and Pastry (Bo Friberg)
John Wiley & Sons ISBN: 978-0-471-35925-8
- Advanced Professional Pastry Chef (Bo Friberg)
John Wiley & Sons ISBN: 978-0-471-35926-5
- In the Hands of a Baker (Culinary Institute of America)
John Wiley & Sons ISBN : 978-0-470-58785-0
- The New Food Lover's Companion (Ron Herbst, Sharon Tyler Herbst)
Barron's ISBN: 978-1438001630

NOTE:

This list of Reference Materials is for training providers. Apprentices should contact their preferred training provider for a list of recommended or required texts for this program.



Instructor Requirements

Occupation Qualification

The instructor must possess:

- Baker - Certificate of Qualification with the Interprovincial Red Seal Endorsement or equivalent

Work Experience

A minimum of 10 years' experience working in the industry, of which three years have been in a supervisory capacity.

Instructional Experience and Education

The instructor must:

- Be enrolled in or have completed a provincially recognized teaching certificate program, such as the BC Instructor's Diploma Program or equivalent. (If in progress, a maximum of two years to completion.)



Appendix A

ASSESSMENT GUIDELINES

**Program: Baker**

Training providers delivering Baker apprenticeship in-school technical training are required to enter the following information in ITA Direct Access for each apprentice:

An in-school mark in the form of a percentage

The in-school percentage score for each level is the result of a combination of theory and practical assessments. This percentage score is then combined with the ITA Standard Level Examination to determine a final percentage score for the level.

Training Provider Component: In-School Technical Training

Calculation tables showing the subject competencies, level percentage weightings and level examination weightings are shown in the Grading Sheet: Subject Competencies and Weightings section of this document.

Baker Level 1 & 2 in-school percentage scores are calculated by:

- totaling the level *theory* competency results as noted in the competencies and weightings tables and multiplying the total by 30% to produce a weighted *theory* percentage score;
- totaling the level *practical* competency results as noted in the competencies and weightings tables and multiplying the total by 70% to produce a weighted *practical* percentage score;
- adding the weighted theory and practical competency results together to determine the final in-school percentage score.

This final percentage score is entered into ITA Direct Access.

ITA Component: ITA Standardized Level Examinations - Level 1 & 2

The training provider calculates the final percentage score by blending the standardized exam percentage score and the in-school technical training percentage score. In-school technical training (combined theory & practical) is weighted at 80% and the ITA standardized exam is weighted at 20%.

The training provider reports the blended result to ITA and it is recorded into Direct Access.

A blended percentage score of 70% or greater is required to pass the level.



In-school Component - Proprietary Examinations – Level 3

Until further notice, Training Providers delivering the Baker program will continue using their institution's proprietary examinations in the calculation of the apprentices' achievement for Level 3. The percentage weighting of these exams is 30% of the final in-school technical training percentage score.

Refer to the Grading Sheet Subject Competencies and Weightings Table to determine the calculation process for completing a final Level 3 percentage score. The final blended percentage score for Level 3 is to be reported to ITA and must be 70% or greater to pass the level.

Interprovincial Red Seal

In order to achieve certification with the Red Seal Endorsement, Baker apprentices are required to write the Baker Interprovincial Red Seal exam after completing all levels of in-school technical training. Apprentices must have passed all levels of in-school technical training or be approved challengers to sit the exam. A score of 70% or greater is required for a pass.

Interprovincial Red Seal exams should be requested by training providers via the usual ITA procedure.

ITA will administer and invigilate Interprovincial Red Seal exams and score and record exam results in ITA Direct Access.



Grading Sheet: Subject Competency and Weightings

PROGRAM:		BAKER	
IN-SCHOOL TRAINING:		LEVEL 1	
ITA DIRECT ACCESS CODE:		0146BA	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	Occupational Skills	20%	20%
B	Fermented Goods	20%	20%
C	Pastries	15%	15%
D	Cakes and Cookies	20%	20%
E	Decorate and Finish Baked Goods	15%	15%
F	Desserts	5%	5%
G	Chocolate and Confectionery	5%	5%
	Total	100%	100%
Calculated by the Training Provider Baker in-school theory & practical subject competency weighting		30%	70%
Training Provider enters final in-school mark score into ITA Direct Access		Calculation of final in-school percentage	

Calculated by ITA: In-school Mark ITA Direct Access calculates the percentage weighting once the in-school percentage score is entered. Combined theory and practical subject competency multiplied by	80%
Calculated by ITA: Standard Level Exam Mark ITA Direct Access will calculate the percentage weighting once the standard level exam marks have been entered. The exam score is multiplied by	20%
Calculated by ITA: Final Mark The final mark for determining credit is calculated by ITA Direct Access.	FINAL%



PROGRAM:		BAKER	
IN-SCHOOL TRAINING:		LEVEL 2	
ITA DIRECT ACCESS CODE:		0146BA	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	Occupational Skills	10%	10%
B	Fermented Goods	20%	20%
C	Pastries	15%	15%
D	Cakes and Cookies	20%	20%
E	Decorate and Finish Baked Goods	15%	15%
F	Desserts	10%	10%
G	Chocolate and Confectionery	10%	10%
	Total	100%	100%
Calculated by the Training Provider Baker in-school theory & practical subject competency weighting		30%	70%
Training Provider enters final in-school mark into ITA Direct Access		Calculation of final in-school percentage	

Calculated by ITA: In-school Mark ITA Direct Access calculates the percentage weighting once the in-school mark is entered. Combined theory and practical subject competency multiplied by	80%
Calculated by ITA: Standard Level Exam Percentage Score ITA Direct Access will calculate the percentage weighting once the standard level exam marks have been entered. The exam score is multiplied by	20%
Calculated by ITA: Final Percentage Score The final mark for determining credit is calculated by ITA Direct Access.	FINAL%



PROGRAM:		BAKER	
IN-SCHOOL TRAINING:		LEVEL 3	
ITA DIRECT ACCESS CODE:		0146BA	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	Occupational Skills	15%	15%
B	Fermented Goods	20%	20%
C	Pastries	10%	10%
D	Cakes and Cookies	15%	15%
E	Decorate and Finish Baked Goods	20%	20%
F	Desserts	10%	10%
G	Chocolate and Confectionery	10%	10%
	Total	100%	100%
Calculated by the Training Provider Baker in-school theory & practical subject competency weighting		30%	70%
Training Provider enters final in-school mark into ITA Direct Access		Calculation of final in-school percentage	

All apprentices who have completed all levels of the Baker program with a FINAL level mark of 70% or greater will write the Interprovincial Red Seal examination as their final assessment.

ITA will enter the apprentices' Baker Interprovincial examination mark in ITADA. A minimum mark of 70% on the examination is required for a pass.